



A NEW SCHOOL OF THOUGHT

2008-2009 Accountability Report



ShaDé Watson and Amber Wright graduated from Charles A. Tindley Accelerated School in June and began studies at DePauw University last Fall.



WORKING TO EXPAND THE PROMISE AND POTE



NTIAL OF PUBLIC EDUCATION IN INDIANAPOLIS.



February, 2010

Dear Citizens of Indianapolis:

As the Indianapolis charter school initiative enters its eighth year, it is clear that the vision of creating a new sector of high-quality public schools has become a reality. And with the charter schools' growing enrollment and waiting lists, it is also quite clear that demand for educational options remains high. I am committed to ensuring that all children have equal opportunities to receive a high-quality education. And my public charter schools offer this. Families deserve high-quality education options so they can select a school that best fits their child's needs.

This year marked a new chapter in Indianapolis charter school history, as the first three Mayor-sponsored charter schools, which opened in 2001, sought renewal of their charter agreements. In addition, I approved the applications of three new charter schools and welcomed the addition of The Indianapolis Project School to the Martindale-Brightwood neighborhood.

To continue providing families with high-quality options, the schools I authorize undergo a rigorous and transparent accountability process. This consists of a wide range of tools to evaluate their performance including governance and financial reviews, expert site visits, confidential parent and school staff surveys, and test score analyses. As the charter school movement continues to grow and develop, so does our understanding and analysis of their performance.

The intent of the annual Accountability Report is to provide the public, stakeholders, and me with a comprehensive picture of the schools' strengths, challenges, and overall performance. In this year's Accountability Report, you will see the new ways my team evaluates and understands performance – both of the initiative as a whole and that of each individual school.

As the report demonstrates, Mayor-sponsored charter schools have achieved many notable successes this year. Areas for improvement also exist for all of the schools. My expectation is that each school builds upon successes and quickly addresses deficiencies. And I will remain transparent about these results as we continue the initiative.

Thank you for your interest in Mayor-sponsored charter schools, and thank you for your commitment to our city's youth.

Sincerely,

Gregory A. Ballard
Mayor
City of Indianapolis



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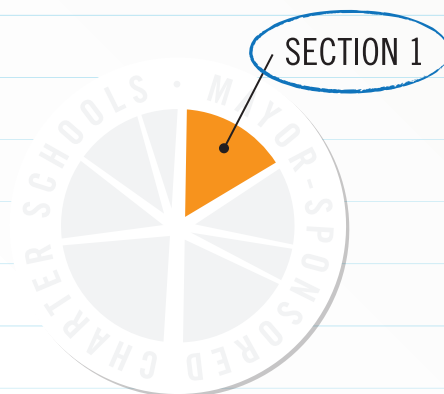
• PERFORMANCE OF MAYOR-SPONSORED CHARTER SCHOOLS

Reports for each school can be found on the enclosed CD or online at www.indy.gov/mayor/charter.

SUPPLEMENTAL REPORTS

Electronic versions of the supplemental reports are available online and include:

- *Supplemental Report 1: Financial Status of Indianapolis Charter Schools*
- *Supplemental Report 2: The Mayor's Charter School Accountability System*
- *Supplemental Report 3: Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports*



MAYOR-SPONSORED CHARTER SCHOOLS: A SNAPSHOT

WHAT MSCS PARENTS ARE SAYING:

THEY DRILL COLLEGE INTO THE KIDS' HEADS. MY SON IS SIX AND ALL HE TALKS ABOUT IS WHEN HE GOES TO COLLEGE, NOT IF. THEY TEACH THE KIDS HOW IMPORTANT GOOD GRADES ARE, THE TEACHERS ARE SO NICE! I HAVE NOT NEEDED TO MEET WITH THE PRINCIPAL, YET SHE KNOWS MY NAME. THIS SCHOOL HAS BECOME LIKE A FAMILY! I LOVE THAT THE CLASS SIZE IS ON THE SMALLER SIDE, TOO! I COULD GO ON AND ON. – Parent, *Andrew A. Brown Academy*



“ THE CURRICULUM ALLOWS FOR FLEXIBILITY SO THE STUDENTS CAN TRULY WORK ON A LEVEL THAT CHALLENGES THEM INDIVIDUALLY. MY CHILD WENT FROM BEING BORED AT SCHOOL TO BEING TRULY EXCITED ABOUT LEARNING. – Parent, *The Project School* ”



I WOULDN'T SEND MY KIDS ANYWHERE ELSE. THIS IS A GREAT SCHOOL WITH EXCELLENT TEACHERS THAT REALLY CARE. I HAVE 2 KIDS IN SCHOOL AND THEY HAVE BEEN THERE FOR 2 YEARS. MY YOUNGEST SON WILL BE THERE THIS YEAR. MY DAUGHTER IS DISABLED AND SHE RECEIVES A LOT OF HELP. THANKS! COULDN'T ASK FOR BETTER, CARING, UNDERSTANDING TEACHERS!

– Parent, *Indianapolis Lighthouse Charter School*

AN OVERVIEW OF THE MISSION, VISION AND MAKE-UP OF THE MAYOR-SPONSORED CHARTER SCHOOL COMMUNITY.

1 ANDREW J. BROWN ACADEMY (AJB)

Andrew J. Brown Academy's mission is to provide a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 663 | Number on Waiting List: 40*
- *School Leader: Thelma Wyatt*
- *Board Chair: Thomas Brown*

2 CHALLENGE FOUNDATION ACADEMY (CFA)

The Challenge Foundation Academy's mission is to offer a first-class education to every child.

- *Grades Served in 2008-2009: K-5*
- *Total Enrollment: 393 | Number on Waiting List: 157*
- *School Leader: Charlie Schlegel*
- *Board Chair: Rose Mays*

3 CHARLES A. TINDLEY ACCELERATED SCHOOL (CTAS)

Charles A. Tindley Accelerated School's mission is to empower students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities.

- *Grades Served in 2008-2009: 6-12*
- *Total Enrollment: 404 | Number on Waiting List: 50*
- *School Leader: Marcus Robinson*
- *Board Chair: Mark Bruin*

4 CHRISTEL HOUSE ACADEMY (CHA)

Christel House Academy strives to: equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 416 | Number on Waiting List: 125*
- *School Leader: Carey Dahncke*
- *Board Chair: Murvin Enders*

5 DECATUR DISCOVERY ACADEMY (DDA)

Decatur Discovery Academy seeks to provide a non-traditional environment in which students learn through experiential and inquiry approaches and strong personal relationships with teachers.

- *Grades Served in 2008-2009: 7-12*
- *Total Enrollment: 186 | Number on Waiting List: 9*
- *School Leader: Kevin Leineweber*
- *Board Chair: Bruce Borud*



6 FALL CREEK ACADEMY (FCA)

Fall Creek Academy's mission is to provide an educational program that combines innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individualized attention.

- *Grades Served in 2008-2009: K-12*
- *Total Enrollment: 352 | Number on Waiting List: 107*
- *School Leader: Anita Silverman*
- *Board Chair: Mark Howell*

7 FLANNER HOUSE ELEMENTARY SCHOOL (FHE)

By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for lifelong learning among its students.

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 210 | Number on Waiting List: 10*
- *School Leaders: Frances Malone and Latika Warshaw*
- *Board Chair: Patricia Roe*

8 FOUNTAIN SQUARE ACADEMY (FSA)

Fountain Square Academy seeks to use computer technology to engage students in learning and to continually track students' academic progress.

- *Grades Served in 2008-2009: 5-12*
- *Total Enrollment: 206 | Number on Waiting List: 18*
- *School Leader: Keena Foster*
- *Board Chair: Mark Howell*

9 HERRON HIGH SCHOOL (HHS)

Herron High School provides a classical liberal arts education with early college experiences.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 333 | Number on Waiting List: 22*
- *School Leader: Janet McNeal*
- *Board Chair: Joanna Taft*

10 HOPE ACADEMY (HA)

Hope Academy offers a welcoming, challenging, and supportive academic environment, provided through a small school community high school model, committed to student recovery from alcohol and substance abuse. The mission of the school is to provide a safe, sober, and challenging school experience for students who share a commitment to academic achievement and personal development.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 35 | Number on Waiting List: 0*
- *School Leader: Gale Stone*
- *Board Chair: Christopher Stack, M.D.*

11 INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL (ILCS)

Teachers at Indianapolis Lighthouse Charter School seek to infuse fine and performing arts into rigorous core academic courses and engage students in learning in a school culture that stresses respect and safety.

- *Grades Served in 2008-2009: K-8*
- *Total Enrollment: 530 | Number on Waiting List: 20*
- *School Leader: Kelli Marshall*
- *Board Chair: Michael Ronan*

12 INDIANAPOLIS METROPOLITAN HIGH SCHOOL (MET)

Through its small size, the Indianapolis Metropolitan High School attempts to ensure that every student has genuine, individualized relationships with teachers and other adults, and that every student becomes a self-directed learner.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 342 | Number on Waiting List: 4*
- *School Leader: Scott Bess*
- *Board Chair: Fred Tucker*

13 THE INDIANAPOLIS PROJECT SCHOOL (TPS)

The Indianapolis Project School seeks to end the predictive values of race, class, language, gender, and special capacities on student success in schools and communities, by working together with families and communities to ensure each child's success.

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 167 | Number on Waiting List: 5*
- *School Leader: Tarrey Banks*
- *Board Chair: Daniel Baron*

14 KIPP INDIANAPOLIS COLLEGE PREPARATORY (KIPP)

KIPP Indianapolis College Preparatory's mission is to strengthen the character knowledge and academic skills of its students, empowering them to make decisions that ensure success in college.

- *Grades Served in 2008-2009: 5-8*
- *Total Enrollment: 238 | Number on Waiting List: 5*
- *School Leader: (2008) Omotayo Ola-niyi, Andrea Turner and Shani Ratcliff*
- *Board Chair: (2008) Reid Litwack*

15 LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES (LECHS)

Lawrence Early College High School for Science and Technologies provides a unique and supportive learning community, particularly for students who might not thrive in a traditional high school setting.

- *Grades Served in 2008-2009: 9-12*
- *Total Enrollment: 192 | Number on Waiting List: 0*
- *School Leader: Scott Syverson*
- *Board Chair: Tracy Barnes*

16 MONUMENT LIGHTHOUSE CHARTER SCHOOL (MLCS)

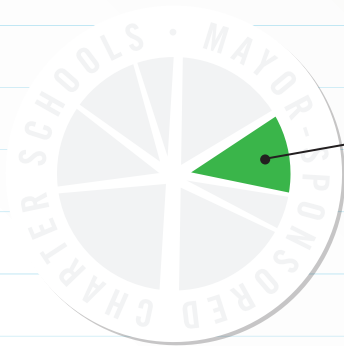
Students at Monument Lighthouse Charter School will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core of content.

- *Grades Served in 2008-2009: K-7*
- *Total Enrollment: 401 | Number on Waiting List: 127*
- *School Leader: Jamie Brady*
- *Board Chair: Michael Ronan*

17 SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE (SENSE)

Southeast Neighborhood School of Excellence is a community-driven elementary school that nurtures academic excellence, social development and civic responsibility in every individual. SENSE seeks to build a strong foundation for learning and living by creating in its students a thirst for knowledge and an enthusiasm for learning.

- *Grades Served in 2008-2009: K-6*
- *Total Enrollment: 255 | Number on Waiting List: 29*
- *School Leader: J.C. Lasmanis*
- *Board Chair: Dawn Kroh*

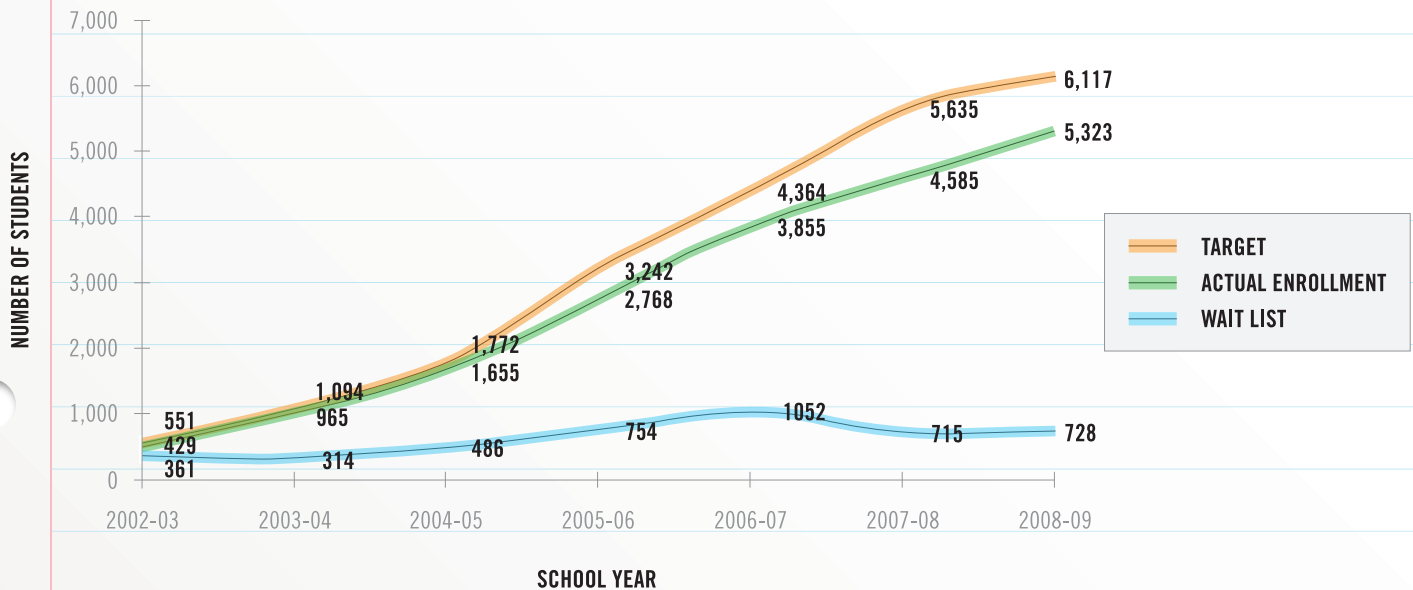


SECTION 2

ENROLLMENT AT MAYOR-SPONSORED CHARTER SCHOOLS

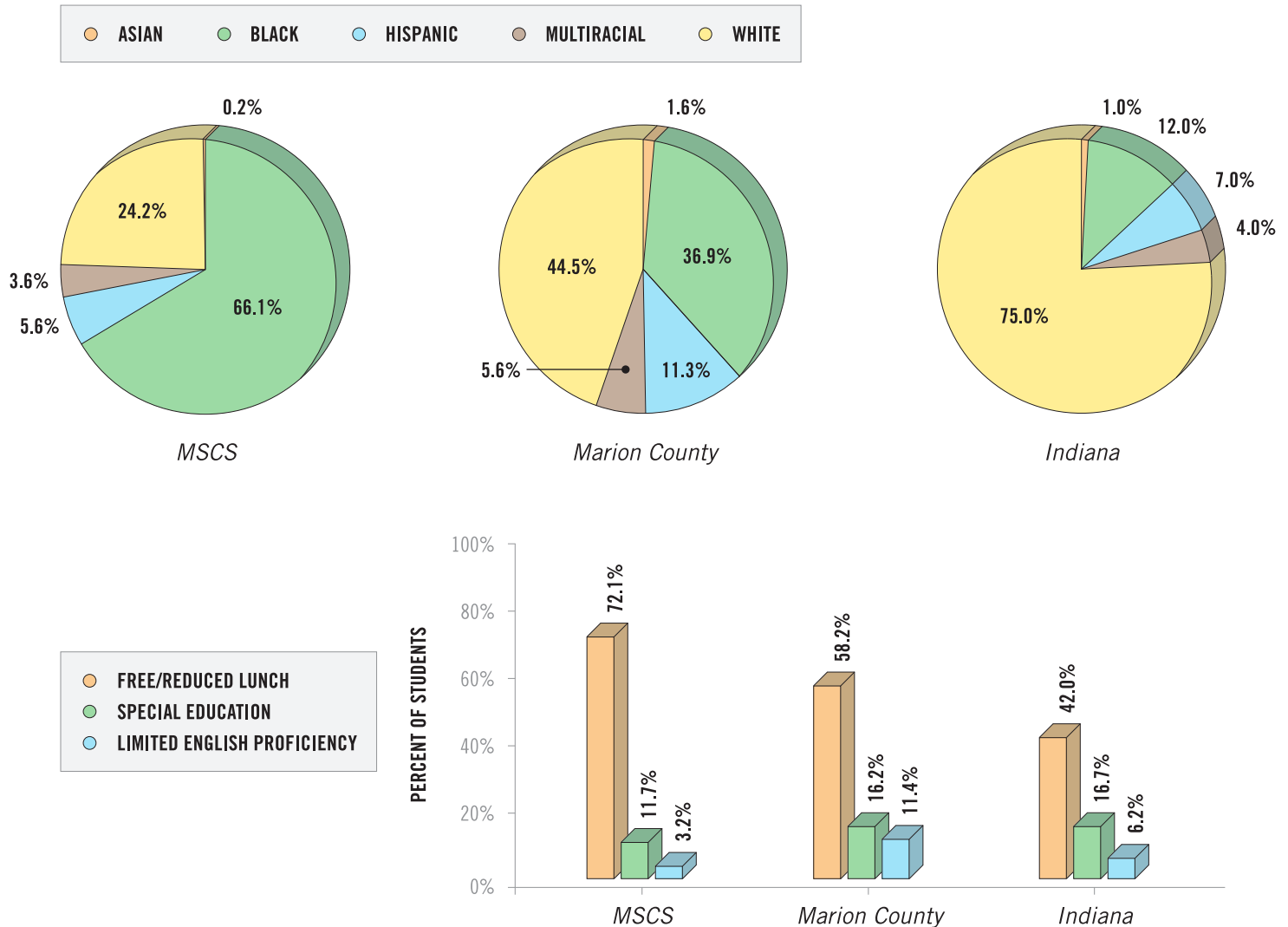
2008-2009 ENROLLMENT IN MAYOR-SPONSORED CHARTER SCHOOLS = 5,323
NUMBER OF STUDENTS ON WAITING LISTS = 728

Figure A: Historical Enrollment at MSCS

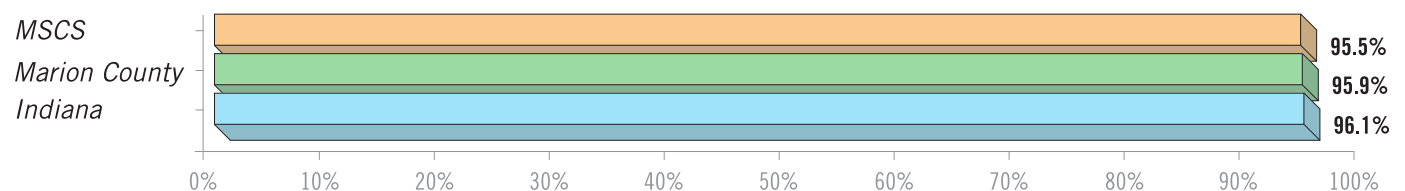


MSCS ENROLLMENT CONTINUES TO RISE, AS DOES THE PUBLIC'S INTEREST IN THE CHARTER SCHOOL MODEL.

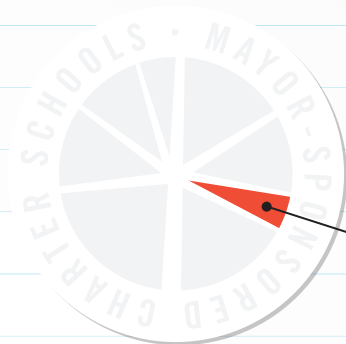
Figure B: Student Composition



2008-09 Attendance Rate



PERCENT OF MARION COUNTY PUBLIC SCHOOL STUDENTS ATTENDING A MAYOR-SPONSORED CHARTER SCHOOL = 4%



SECTION 3

NOTABLE ACHIEVEMENTS

CHARTER SCHOOLS PROVIDE AN OPPORTUNITY FOR ALL PARENTS AND STUDENTS TO ACCESS A HIGH-QUALITY SCHOOL THAT MEETS THEIR NEEDS. CHARTER SCHOOLS ALSO ALLOW INNOVATIVE REFORMERS SPACE TO CREATE NEW SCHOOLS THAT SERVE STUDENTS AND FAMILIES EXCEPTIONALLY WELL.



CHARTER SCHOOLS ARE AN EMERGING TREND HERE AT HOME AND NATIONWIDE. INDIANA BECAME THE 37TH STATE TO ADOPT CHARTER SCHOOL LEGISLATION IN 2001, AND TODAY, THERE ARE 18 MAYOR-SPONSORED CHARTER SCHOOLS PROVIDING INNOVATIVE EDUCATION OPTIONS FOR INDIANAPOLIS FAMILIES. ALTHOUGH A NUMBER OF SELECT ENTITIES HAVE THE POWER TO DIRECTLY AUTHORIZE CHARTER SCHOOLS, MAYOR BALLARD IS THE ONLY MAYOR IN THE COUNTRY WITH THIS AUTHORITY.



THIS ACCOUNTABILITY REPORT PROVIDES A TRANSPARENT VIEW OF THE PERFORMANCE OF THE MAYOR-SPONSORED CHARTER SCHOOLS. THE SUCCESS OF CHARTER SCHOOLS ADDS TO THE COMMUNITY'S VIBRANT QUALITY OF LIFE, FURTHER ELEVATING INDIANAPOLIS AS A GREAT PLACE TO LIVE AND WORK.

AS THE CHARTER SCHOOL MOVEMENT CONTINUES TO GROW, SO DO THE MANY SUCCESS STORIES ASSOCIATED WITH IT.

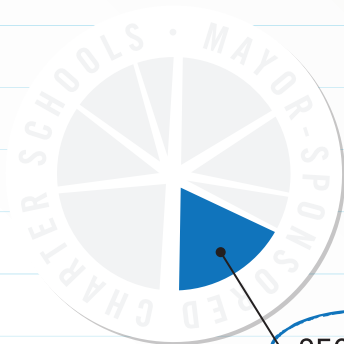
PARENTS AND THE COMMUNITY CONTINUE TO SHOW STRONG SUPPORT AND DEMAND FOR MAYOR-SPONSORED CHARTER SCHOOLS.

- *In 2008-2009, schools chartered by the Mayor served a total of 5,323 students.*
- *From 2008-2009 to 2009-2010, enrollment in Mayor-sponsored charter schools increased by more than 1,100 students, or about 22.5 percent.*
- *Entering the 2009-2010 academic year, more than 700 students were on waiting lists to attend a Mayor-sponsored charter school.*
- *During 2008-2009, the Mayor's Office received seven charter applications and authorized two new public charter schools and one school that changed authorizers.*
- *Eighty-seven percent of parents reported overall satisfaction with the Mayor-sponsored charter school their children attended.*

STUDENTS IN MAYOR-SPONSORED CHARTER SCHOOLS CONTINUE TO MAKE IMPRESSIVE GAINS.

- *According to the Indiana Department of Education (IDOE), the public secondary schools with the highest academic achievement and most academic growth in Marion County are the Charles A. Tindley Accelerated School and Herron High School, respectively. Both are Mayor-sponsored charter schools.*
- *Over the last four years, the most improved school in Marion County, in terms of increased pass rates on the ISTEP+, has been a Mayor-sponsored charter school.*
- *In 2008-2009, Mayor-sponsored charter schools comprised only seven percent of all public schools in Marion County, but made up 6 of the top 10 schools showing the most academic growth.*
- *In 2008-2009, the average improvement in the ISTEP+ pass rates in Mayor-sponsored charter elementary schools was 6.9 percentage points, compared to 1.3 points statewide and 1.5 points in Marion County. For secondary schools, the improvement was 6.5 percentage points, compared to a 0.75 point decline statewide and 0.87 point decline in the county.*
- *Only three public high schools in Marion County made Adequate Yearly Progress (AYP) in 2008-2009. The three – The Charles A. Tindley Accelerated School, Fountain Square Academy and Herron High School – are all Mayor-sponsored charter schools.*
- *The Indiana Department of Education recognized Christel House Academy, a Mayor-sponsored charter, as one of only three schools in the county that have made AYP every year since the rating has been issued.*
- *Eighty-six percent of 2009 graduates from Mayor-sponsored charter high schools enrolled in two- or four-year colleges.*
- *The Charles A. Tindley Accelerated School and Lawrence Early College High School for Science and Technologies were two of six Indiana schools named as models for early college high school programs by the Center of Excellence in Leadership of Learning at the University of Indianapolis.*
- *Christel House Academy and the Charles A. Tindley Accelerated School were recognized by the state as Title I schools that exhibited exceptional student performance and are closing the achievement gap.*





ENSURING QUALITY AND ACCOUNTABILITY

THE MAYOR'S OFFICE HAS CREATED A COMPREHENSIVE SYSTEM FOR GATHERING DETAILED INFORMATION ABOUT THE SCHOOLS, OBTAINING EXPERT ANALYSES OF THE SCHOOLS' PERFORMANCE AND MAKING THE RESULTS FULLY AVAILABLE TO THE PUBLIC. WITH SIGNIFICANT FUNDING FROM THE ANNIE E. CASEY FOUNDATION, THE MAYOR'S OFFICE ENLISTED LEADING EXPERTS FROM INDIANAPOLIS AND AROUND THE COUNTRY TO DESIGN AND IMPLEMENT ITS ACCOUNTABILITY SYSTEM. KEY ELEMENTS OF THIS ACCOUNTABILITY SYSTEM ARE ILLUSTRATED ON THE FOLLOWING PAGE.



TOGETHER, THE FOLLOWING INFORMATION PROVIDES A COMPREHENSIVE PICTURE OF HOW WELL MAYOR-SPONSORED CHARTER SCHOOLS ARE PERFORMING. THIS REPORT IS THE PRIMARY MEANS BY WHICH THE MAYOR'S OFFICE SHARES THIS INFORMATION WITH THE PUBLIC.

DETAILED INFORMATION FOR EACH SCHOOL IS AVAILABLE ON THE ENCLOSED CD OR AT WWW.INDY.GOV/MAYOR/CHARTER.

ACCOUNTABILITY IS A KEY PART OF THE CHARTER SCHOOL MISSION. HERE'S HOW WE'RE MAKING IT HAPPEN.

MULTIPLE SCHOOL VISITS

The Mayor's staff, in addition to experts engaged by the Mayor's Office, make multiple visits to the schools, including:

- **Pre-Opening Visits:** Guided by a detailed checklist, the Mayor's staff works with each new school before it opens to ensure that it is ready to start the school year in full compliance with education, financial, health, legal, safety and other vital requirements.
- **Expert Site Team Visits:** Site visits are conducted by local community education and evaluation experts from Indiana University. These teams examine educator practice and data related to each question of the Mayor's Performance Framework. Teams visit each first and second year school for a full day in both the fall and spring. Third year schools engage in a self-evaluation process that requires them to assess their own performance relative to the Performance Framework standards using an evidence-based process. For schools in their fourth year, an expert team conducts an in-depth, two-and-a-half day visit as part of the Fourth Year Charter Review (FYCR), providing a summative evaluation of where the school stands in relation to standards. Teams conduct a detailed follow-up evaluation of any area in which a fifth year school received a "Does Not Meet Standard" rating during the prior year's FYCR. Schools spend their sixth and seventh years of operation preparing for and participating in the charter renewal process.
- **School Leadership Visits:** The Mayor's staff conducts monthly visits to all schools to dialogue with school leaders, examine operations and monitor compliance with various federal, state and local requirements. Staff also attend and observe governing board meetings at each school.

INDEPENDENT, CONFIDENTIAL SURVEYS OF PARENTS AND STAFF

Indiana University coordinates surveys of staff and parents each spring to rate their satisfaction with the schools on a variety of issues. For 2008-2009, 67 percent of staff and 38 percent of parents participated in these confidential surveys.

EXPERT ANALYSIS OF TEST SCORE DATA

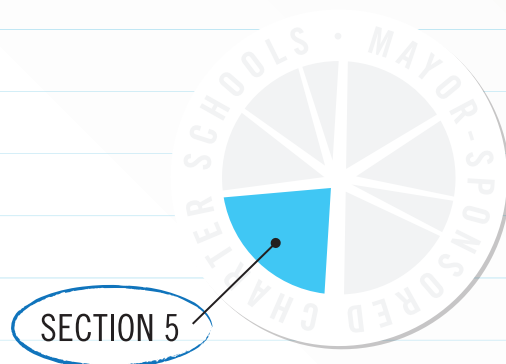
The Mayor's Office requires each school to administer the well-regarded and widely used Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test to measure the academic growth of individual students. NWEA analyzes the schools' test results to determine how well students progressed from fall to spring in reading, language and mathematics. The researchers measure each student's progress and determine whether he/she made sufficient gains to reach proficiency by the target year in these core subjects. This analysis provides a useful supplement to the schools' results on the ISTEP+, which currently allows for only a limited measurement of student progress over time.

REVIEW OF SCHOOL FINANCES

The Mayor's Office contracts with an outside accounting firm to analyze each school's finances. Additionally, the Indiana State Board of Accounts examines the finances and accounting processes for schools every other year beginning in a school's second year of operation.

SPECIAL EDUCATION REVIEW

A group of local experts conducts on-site reviews of special education files during a school's second and fourth year and fifth year for schools that receive a 'Does Not Meet Standard' rating as a part of the FYCR. These on-site visits are conducted to determine whether the schools' special education files are in compliance with applicable laws and the Mayor's Office's requirements.



MAYOR'S CHARTER SCHOOL PERFORMANCE FRAMEWORK

BASED ON INFORMATION GATHERED THROUGHOUT THE YEAR, THE MAYOR'S OFFICE ANALYZED EACH SCHOOL'S PERFORMANCE IN ORDER TO ANSWER THE FOLLOWING QUESTIONS IN THE MAYOR'S CHARTER SCHOOL PERFORMANCE FRAMEWORK.



THIS SECTION PROVIDES INFORMATION ABOUT HOW MAYOR-SPONSORED CHARTER SCHOOLS ARE PERFORMING AS A GROUP, FOLLOWED BY A SUMMARY OF PERFORMANCE INFORMATION FOR EACH SCHOOL. THE SUMMARIES ADDRESS THE FOUR MAIN QUESTIONS IN THE PERFORMANCE FRAMEWORK, WHICH CAN BE FOUND IN ITS ENTIRETY ONLINE AT WWW.INDY.GOV/MAYOR/CHARTER.

QUESTIONS AND ANSWERS ABOUT THE PERFORMANCE OF MAYOR-SPONSORED CHARTER SCHOOLS IN INDIANAPOLIS.

QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

- *Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?*
- *Are students making substantial and adequate gains over time, as measured using value-added analysis?*
- *Is the school outperforming schools that the students would have been assigned to attend?*
- *Is the school meeting its school-specific educational goals?*

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

- *Is the school in sound fiscal health?*
- *Are the school's student enrollment, attendance and retention rates strong?*
- *Is the school's board active and competent in its oversight?*
- *Is there a high level of parent satisfaction with the school?*
- *Is the school administration strong in its academic and organizational leadership?*
- *Is the school meeting its school-specific organizational and management performance goals?*

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

- *Has the school satisfactorily completed all of its organizational structure and governance obligations?*
- *Is the school's physical plant safe and conducive to learning?*
- *Has the school established and implemented a fair and appropriate pupil enrollment process?*
- *Is the school properly maintaining special education files for its special needs students?*
- *Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?*

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

- *Does the school have a high-quality curriculum and supporting materials for each grade?*
- *Are the teaching processes (pedagogies) consistent with the school's mission?*
- *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
- *Does the school effectively use learning standards and assessments to inform and improve instruction?*
- *Has the school developed adequate human resource systems and deployed its staff effectively?*
- *Is the school's mission clearly understood by all stakeholders?*
- *Is the school climate conducive to student and staff success?*
- *Is ongoing communication with students and parents clear and helpful?*



QUESTION 1: ARE THE EDUCATIONAL PROGRAMS SUCCESSFUL?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the Indiana Department of Education (IDOE) determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics, student attendance rates for elementary and middle schools and graduation rates for high schools. For high schools that have not operated long enough to graduate students, attendance rates are considered for AYP. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall. Schools do not receive a rating until the end of their second year of operation.

In 2008-2009, 15 Mayor-sponsored charter schools were eligible to receive an AYP determination. Of these schools, six made AYP, while the other nine did not. Figure C shows the number of indicators in which each Mayor-sponsored charter school met AYP and lists those categories in which each school did not meet targets.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

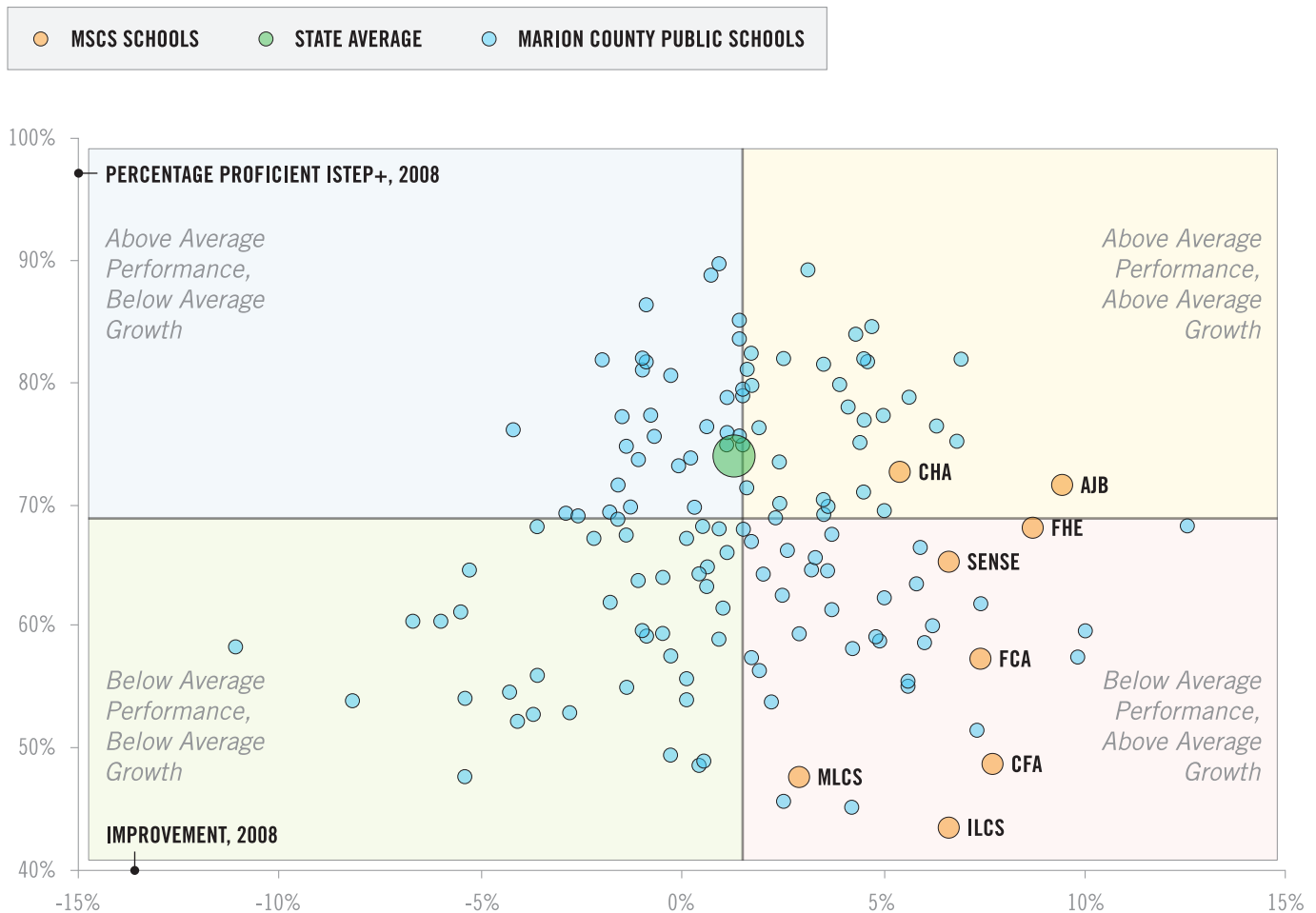
<i>School</i>	<i>AYP</i>	<i>Indicators</i>	<i>Categories not made</i>
Andrew J. Brown Academy	✓	13/13	
Challenge Foundation Academy	✗	10/13	English Overall; English Black; Math Free/Reduced Lunch
Charles A. Tindley Accelerated School	✓	13/13	
Christel House Academy	✓	27/27	
Decatur Discovery Academy	✗	0/5	English Overall; Math Overall; English Participation; Math Participation; Graduation Rate
Fall Creek Academy	✗	10/13	English Overall; English Black; English Free/Reduced Lunch
Flanner House Elementary School	✓	13/13	
Fountain Square Academy	✓	13/13	
Herron High School	✓	13/13	
Indianapolis Lighthouse Charter School	✗	8/17	English Overall; Math Overall; English Black; Math Black; English White; Math White; English Free/Reduced Lunch; Math Free/Reduced Lunch; Attendance
Indianapolis Metropolitan High School	✗	2/13	English Overall; Math Overall; English Black; Math Black; English Participation Black; Math Participation Black; English Free/Reduced Lunch; Math Free/Reduced Lunch; English Participation Free/Reduced Lunch; Math Participation Free/Reduced Lunch; Graduation Rate
KIPP Indianapolis College Preparatory	✗	10/13	English Overall; English Black; English Free/Reduced Lunch
Lawrence Early College High School	✗	3/5	English Overall; Math Overall
Monument Lighthouse Charter School	✗	8/13	English Overall; Math Overall; English Black; Math Black; English Free/Reduced Lunch
Southeast Neighborhood School of Excellence	✗	12/13	English White

ISTEP+ RESULT: PERFORMANCE AND IMPROVEMENT

Under Public Law 221, the Indiana Department of Education (IDOE) determines each school's overall proficiency rates on ISTEP+ and changes in proficiency rates over time. Specifically, the IDOE identifies a cohort of students who attended each school throughout the 2007-2008 school year, then calculates how much those students' ISTEP+ pass rates improved from Fall 2007 to Fall 2008. The data reported by IDOE for improvement is the one-year increase in ISTEP+ pass rates or the average increase over three years, whichever is larger.

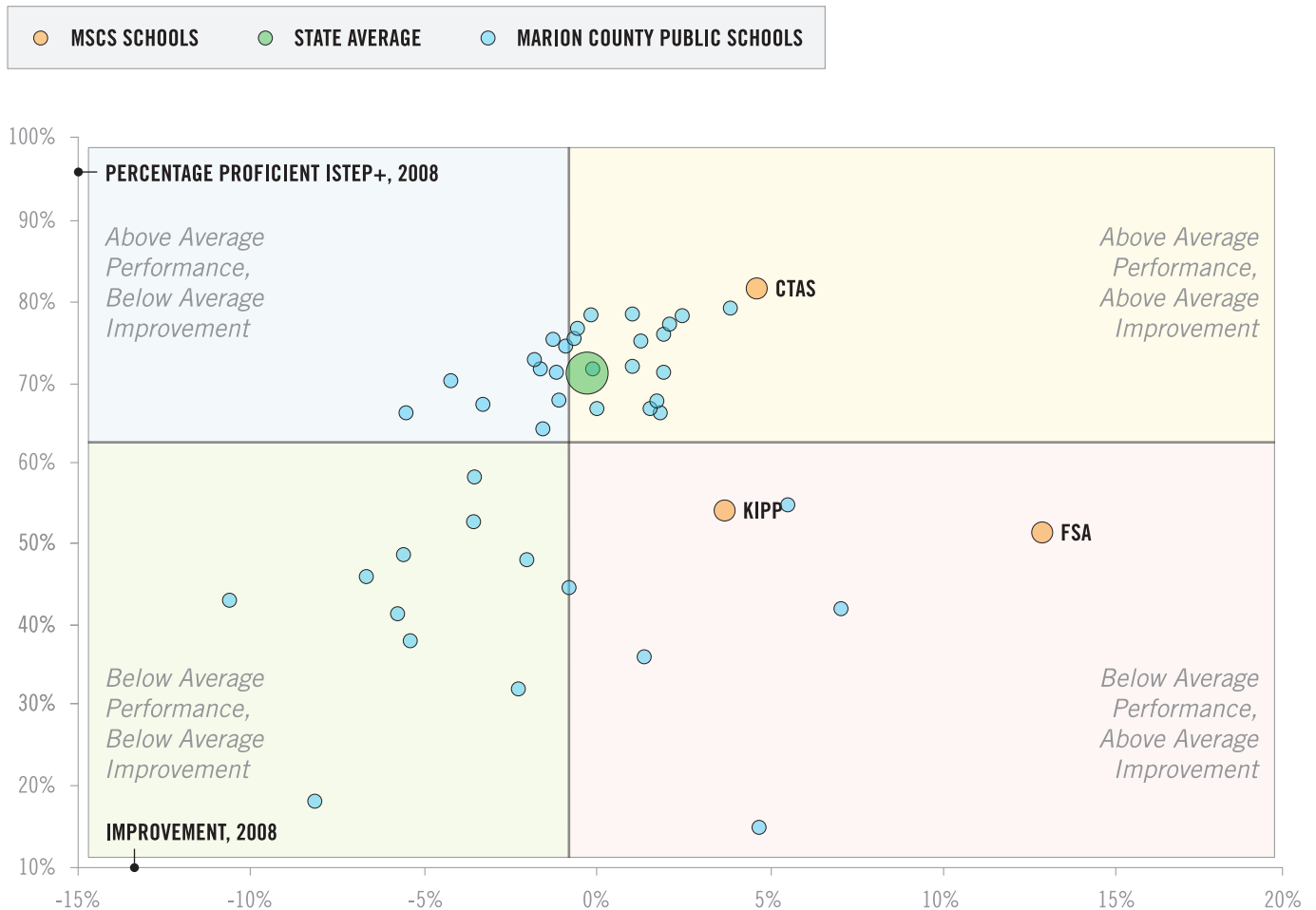
Tracking the progress of students who are in a school from one year to the next provides a better gauge of improvement than comparing a school's overall pass rate in one year with its overall pass rate in the next year. The data reported by the IDOE for overall performance is the percentage of all students who pass English/language arts and mathematics ISTEP+, averaged across subjects and grade levels. Figures D and E show how schools performed in relation to the average performance and improvement of all Marion County public schools in 2008. Schools serving only students in grades 9-12 are not included because only one year's worth of improvement data – 9th grade to 10th grade improvement – is used for accountability purposes under PL 221.

Figure D: Public Law 221 Performance: Elementary Schools



How to read this figure: Each orange circle represents a Mayor-sponsored charter elementary school, each blue circle represents a Marion County public elementary school, and the green circle represents the statewide average. The horizontal axis represents the average performance in the County, while the vertical axis represents the average improvement. Schools located above the horizontal axis line had better-than-average performance on the ISTEP+ in 2008, while schools located to the right of the vertical axis line showed better-than-average improvement.

Figure E: Public Law 221 Performance: Middle Schools



How to read this figure: Each orange circle represents a Mayor-sponsored charter middle school, each blue circle represents a Marion County public middle school, and the green circle represents the statewide average. The horizontal axis represents the average performance in the County, while the vertical axis represents the average improvement. Schools located above the horizontal axis line had better-than-average performance on the ISTEP+ in 2008, while schools located to the right of the vertical axis line showed better-than-average improvement.

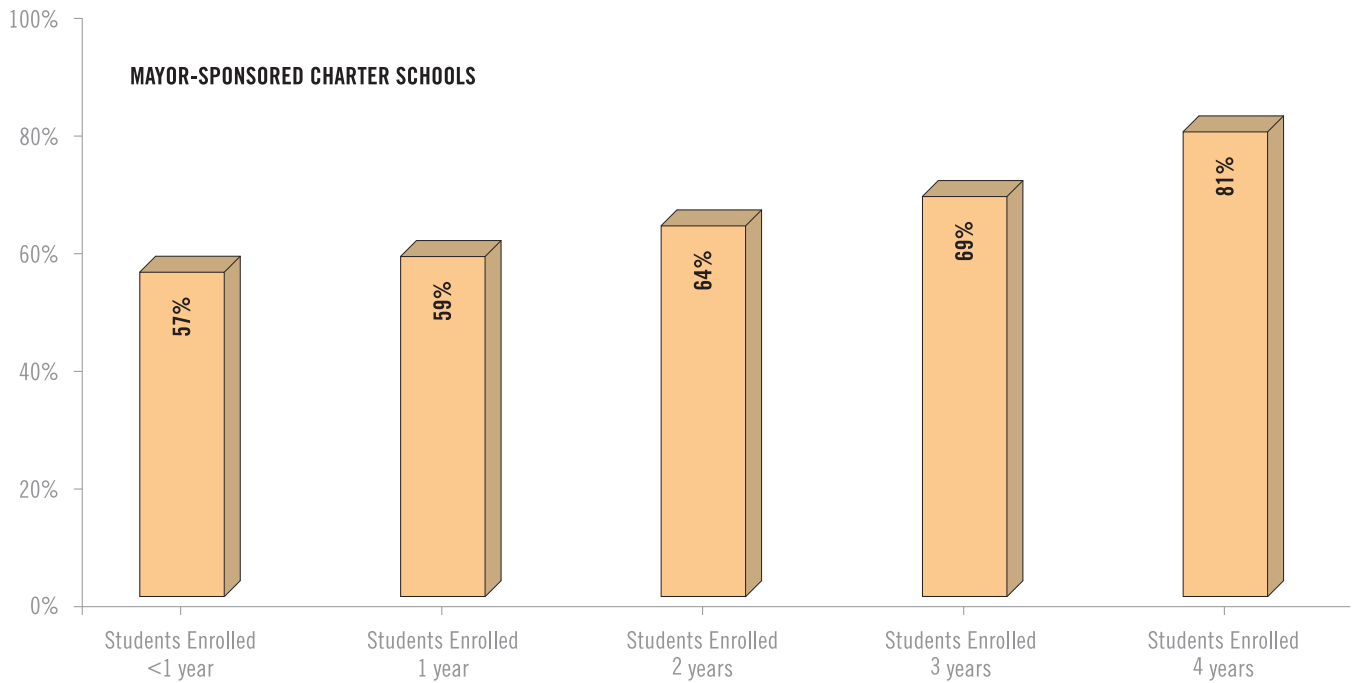
ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students who were proficient or higher on ISTEP+ based on the length of time they were enrolled in the school. The longer students have been enrolled, the more time schools have had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

For students who took ISTEP+ at Mayor-sponsored charter schools in the fall of 2008, Figures F and G show how the percentage of students who passed state tests varies based on the length of time students are enrolled. These comparisons are not perfect indicators of how many individual students have improved over time since each group is comprised of different students. However, the comparisons do provide a general indication of overall growth within Mayor-sponsored charter schools.

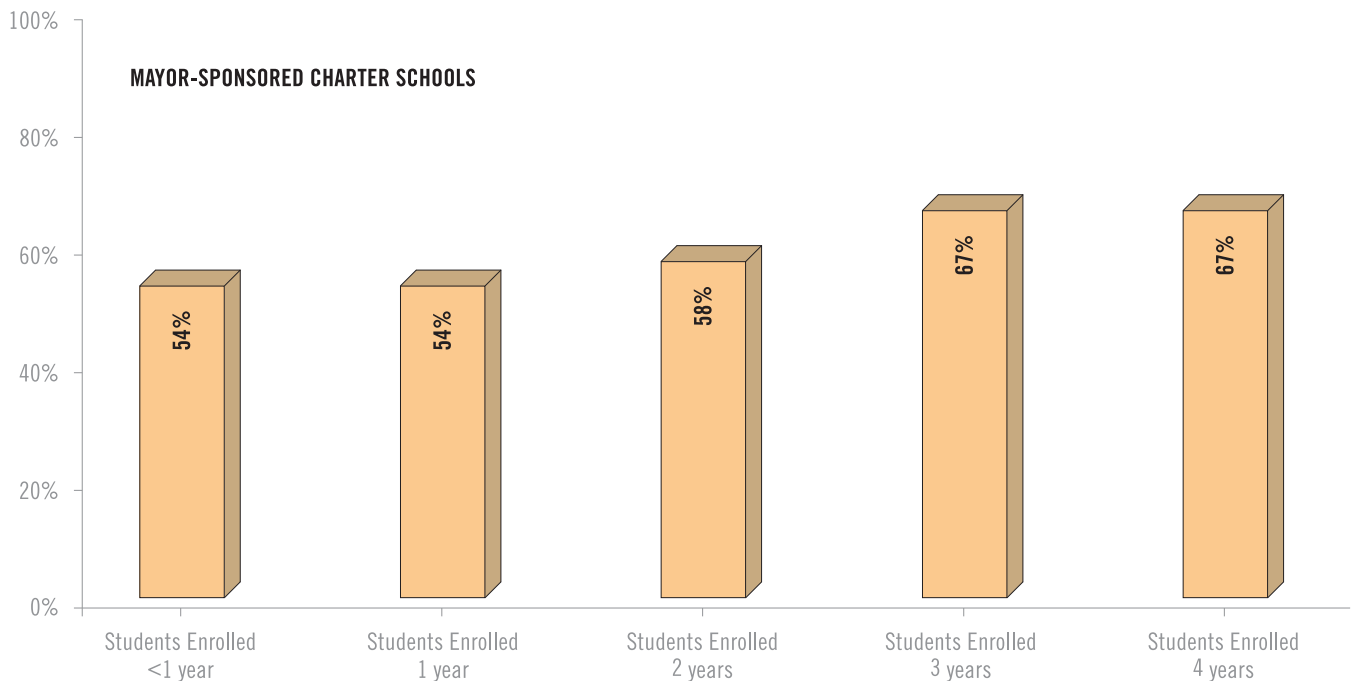
Figures F and G reveal that the longer students remain enrolled in Mayor-sponsored charter schools, the better they perform. In 2008, 57 percent of students enrolled in a Mayor-sponsored charter school for less than a year passed the ISTEP+ in math. Among students enrolled for four years, 81 percent passed. Results were similar in English, where 54 percent of students enrolled for less than one year passed, while 67 percent of students who were enrolled for four years passed.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 57 percent of students who had been enrolled in Mayor-sponsored charter schools for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 59 percent of students who had been enrolled in Mayor-sponsored charter schools for a full year passed the ISTEP+. Among students who had been enrolled for four years, 81 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 54 percent of students who had been enrolled in Mayor-sponsored charter schools for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 54 percent of students who had been enrolled in Mayor-sponsored charter schools for a full year passed the ISTEP+. Among students who had been enrolled for four years, 67 percent passed ISTEP+.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID MAYOR-SPONSORED CHARTER SCHOOL STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at Mayor-sponsored charter schools with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where Mayor-sponsored school students gained ground, lost ground or stayed even compared to their peers. As these figures illustrate, students at Mayor-sponsored charter schools stayed even with the academic progress of peers in Indiana and across the country.

Figure H: Mayor-Sponsored Charter Schools vs. Indiana Norms, Fall 2008 through Spring 2009

	MSCS Gains vs. Indiana Gains		Gained or Lost Ground		
	MSCS GROWTH	INDIANA GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	5.2	5.4		-0.2	
2nd grade	11.3	14.0			-2.7
3rd grade	9.5	8.0	1.5		
4th grade	6.4	6.0		0.4	
5th grade	4.9	5.0		-0.1	
6th grade	2.7	4.0			-1.3
7th grade	2.1	3.0		-0.9	
8th grade	1.7	2.0		-0.3	
9th grade	3.0	1.0	2.0		
10th grade	1.7	1.0		0.7	
<i>Math</i>	7.0	7.8		-0.8	
2nd grade	11.7	14.0			-2.3
3rd grade	10.1	10.0		0.1	
4th grade	8.4	9.0		-0.6	
5th grade	7.5	9.0			-1.5
6th grade	7.1	7.0		0.1	
7th grade	4.3	6.0			-1.7
8th grade	3.3	5.0			-1.7
9th grade	3.7	3.0		0.7	
10th grade	3.3	3.0		0.3	
<i>Reading</i>	5.7	5.5		0.2	
2nd grade	11.8	13.0			-1.2
3rd grade	8.8	8.0		0.8	
4th grade	7.4	7.0		0.4	
5th grade	4.8	6.0			-1.2
6th grade	4.2	4.0		0.2	
7th grade	2.6	3.0		-0.4	
8th grade	2.6	3.0		-0.4	
9th grade	3.3	1.0	2.3		
10th grade	4.3	1.0	3.3		
TOTAL	6.0	6.3		-0.3	

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 11.3 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 2.7 points lower. A rating of "stayed even" means there was no statistically significant difference between Mayor-sponsored charter schools' average gains for this grade and subject and the average Indiana gains.

Figure I: Mayor-Sponsored Charter Schools vs. National Norms, Fall 2008 through Spring 2009

	MSCS Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	MSCS GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	5.2	5.6		-0.4	
2nd grade	11.3	14.0			-2.7
3rd grade	9.5	9.0		0.5	
4th grade	6.4	6.0		0.4	
5th grade	4.9	5.0		-0.1	
6th grade	2.7	4.0			-1.3
7th grade	2.1	3.0		-0.9	
8th grade	1.7	3.0			-1.3
9th grade	3.0	1.0	2.0		
10th grade	1.7	1.0		0.7	
Math	7.0	7.9			-1.0
2nd grade	11.7	14.0			-2.3
3rd grade	10.1	11.0		-0.9	
4th grade	8.4	9.0		-0.6	
5th grade	7.5	9.0			-1.5
6th grade	7.1	7.0		0.1	
7th grade	4.3	6.0			-1.7
8th grade	3.3	5.0			-1.7
9th grade	3.7	3.0		0.7	
10th grade	3.3	3.0		0.3	
Reading	5.7	5.7		0.0	
2nd grade	11.8	13.0			-1.2
3rd grade	8.8	9.0		-0.2	
4th grade	7.4	7.0		0.4	
5th grade	4.8	5.0		-0.2	
6th grade	4.2	4.0		0.2	
7th grade	2.6	3.0		-0.4	
8th grade	2.6	3.0		-0.4	
9th grade	3.3	2.0	1.3		
10th grade	4.3	2.0	2.3		
TOTAL	6.0	6.4		-0.5	

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 11.3 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.7 points lower. A rating of “stayed even” means there was no statistically significant difference between Mayor-sponsored charter schools’ average gains for this grade and subject and the average US gains.



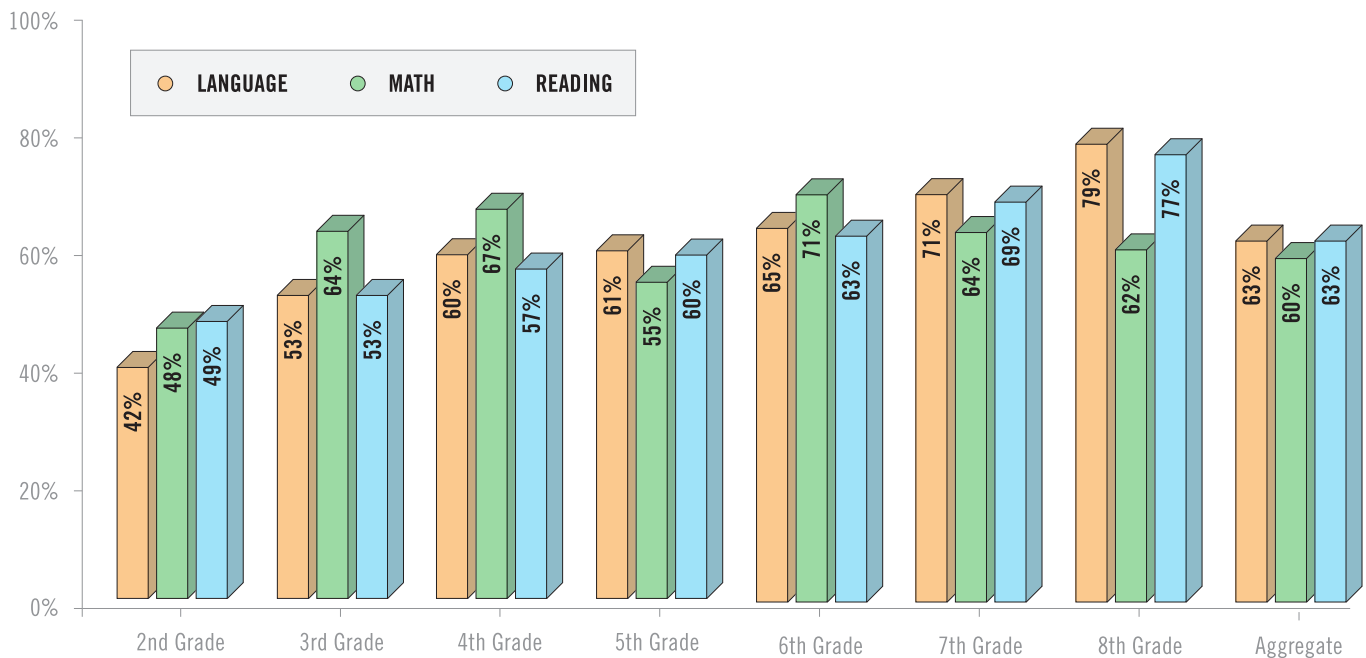
ACCORDING TO THE INDIANA DEPARTMENT OF EDUCATION (IDOE), THE PUBLIC SECONDARY SCHOOLS WITH THE HIGHEST ACHIEVEMENT AND MOST GROWTH IN MARION COUNTY ARE THE CHARLES A. TINDLEY ACCELERATED SCHOOL AND HERRON HIGH SCHOOL, RESPECTIVELY. BOTH ARE MAYOR-SPONSORED CHARTER SCHOOLS.

SUFFICIENT GAINS: WHAT PROPORTION OF STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains.

Figure J displays the percentage of students across Mayor-sponsored charter schools that made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades 9 and higher.

Figure J: Mayor-Sponsored Charter Schools Students Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 2nd grade math shows 48 percent. This means that at their current rate of progress, 48 percent of 2nd graders enrolled in Mayor-sponsored charter schools during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

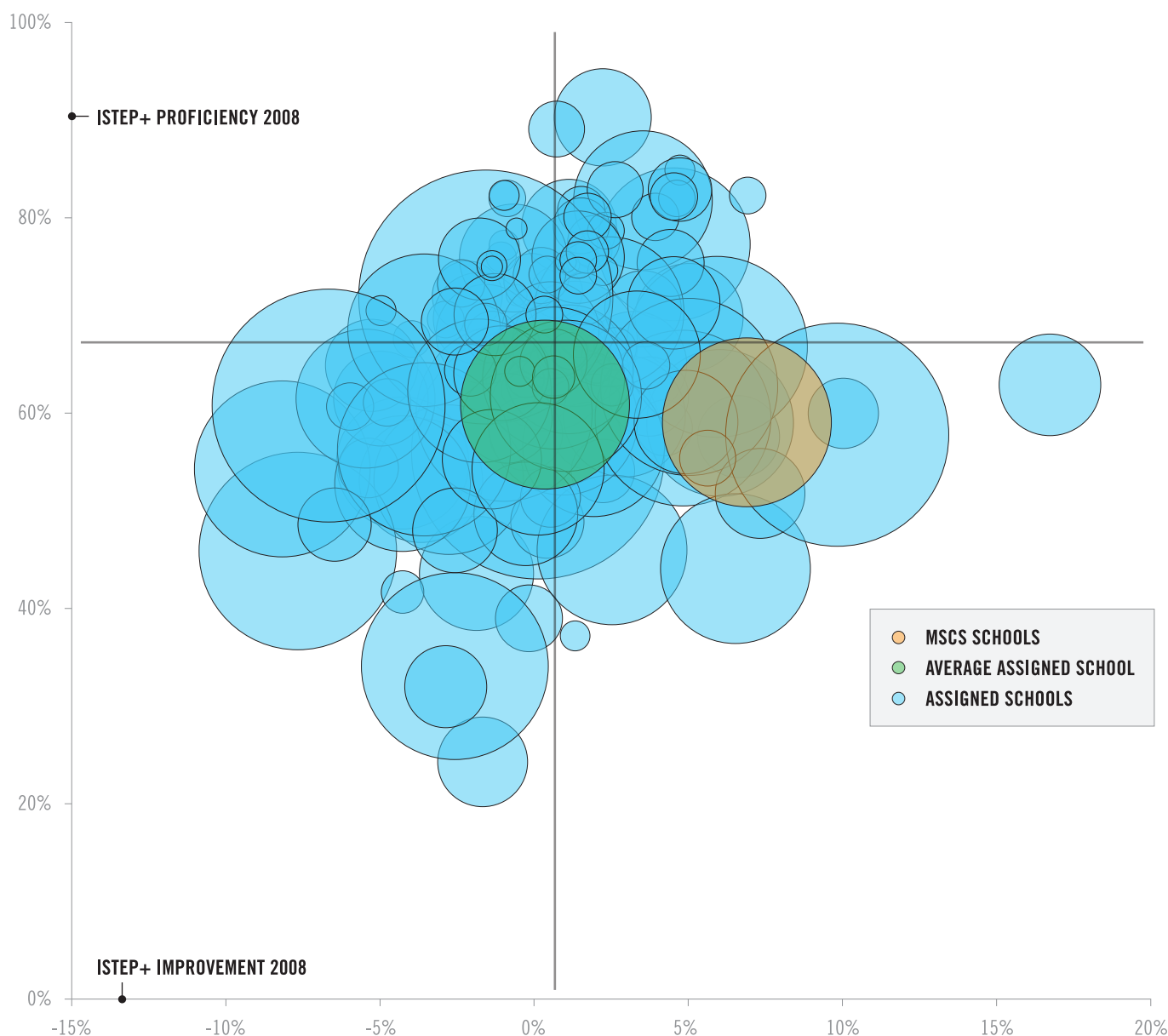


CHRISTEL HOUSE ACADEMY AND THE CHARLES A. TINDLEY ACCELERATED SCHOOL HAVE BEEN RECOGNIZED BY THE STATE AS TITLE I SCHOOLS THAT HAVE EXHIBITED EXCEPTIONAL STUDENT PERFORMANCE AND ARE CLOSING THE ACHIEVEMENT GAP.

ARE MAYOR-SPONSORED CHARTER SCHOOLS OUTPERFORMING SCHOOLS THAT STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

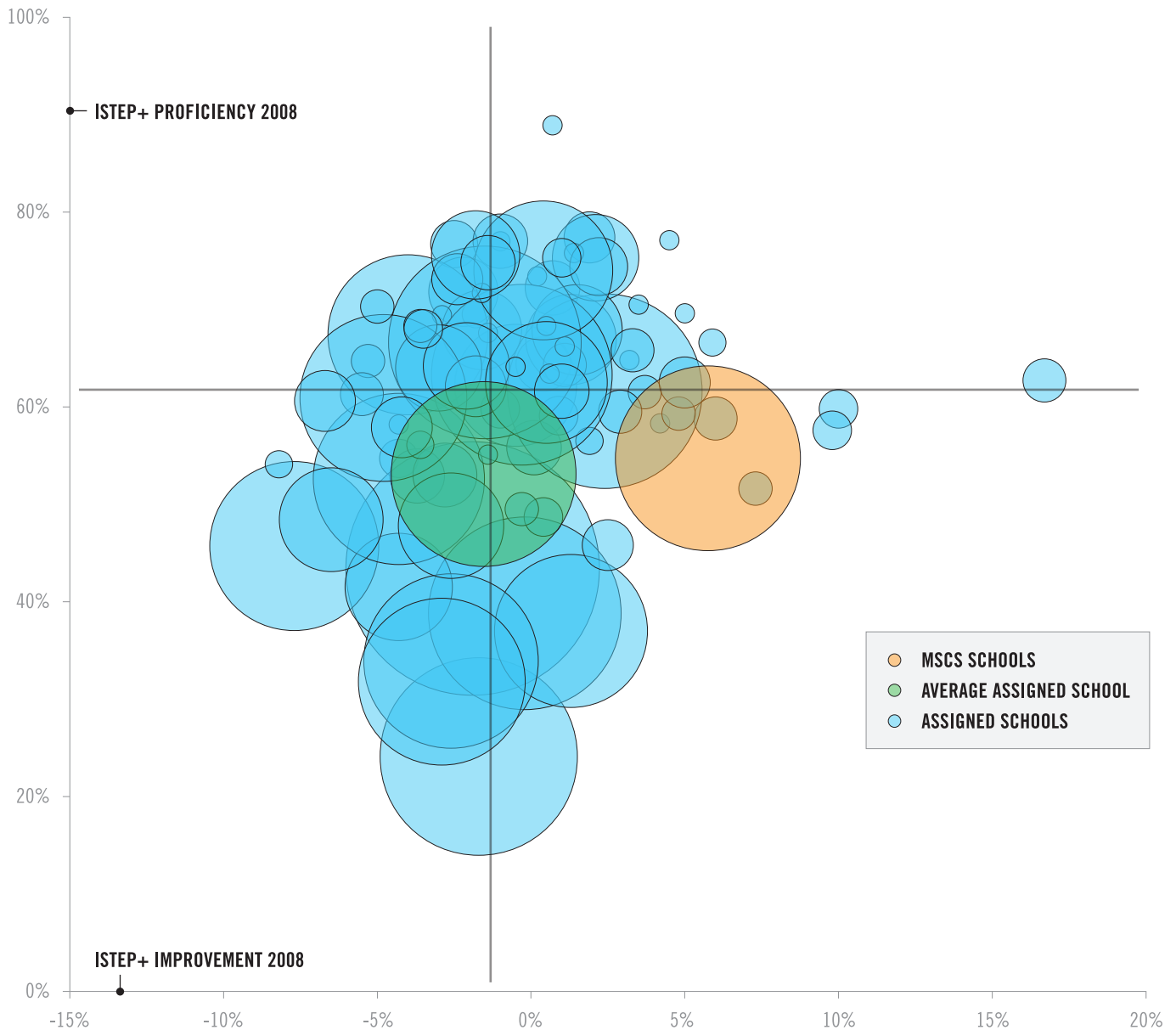
The Mayor's Office compared the performance of Mayor-sponsored charter elementary and secondary schools to that of Marion County public schools students would have been assigned to attend, based on their place of residence. Mayor-sponsored elementary schools, on average, had a slightly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. Mayor-sponsored secondary schools, on average, had a slightly greater percentage of students passing the ISTEP+ than schools students would have attended. At both the elementary and secondary school levels, Mayor-sponsored charter schools showed more improvement than the average assigned schools.

Figure K: Performance of Mayor-Sponsored Elementary Schools vs. Assigned Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend a charter school. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the average performance of Mayor-sponsored charter schools as a group. The size of each bubble is proportional to the number of MSCS students who would have attended the school.

Figure L: Performance of Mayor-Sponsored Secondary Schools vs. Assigned Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend a charter school. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the average performance of Mayor-sponsored charter schools as a group. The size of each bubble is proportional to the number of MSCS students who would have attended the school.



ONLY THREE PUBLIC HIGH SCHOOLS IN MARION COUNTY MADE ADEQUATE YEARLY PROGRESS (AYP) IN 2008-2009. THE THREE – THE CHARLES A. TINDLEY ACCELERATED SCHOOL, FOUNTAIN SQUARE ACADEMY AND HERRON HIGH SCHOOL – ARE ALL MAYOR-SPONSORED CHARTER SCHOOLS.



QUESTION 2: ARE THE ORGANIZATIONS EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	<p>In general, Mayor-sponsored charter schools are in sound fiscal health and completed the 2008-2009 school year with balanced budgets. Financial management systems in place at the majority of schools are effective, combining internal capacity with assistance provided by support organizations, outside bookkeeping agencies, and/or the schools' boards of directors. Several schools achieved cash reserves as the result of successful fund-raising efforts, the securing of grant revenue, and/or the restructuring of long-term debt. One school (KIPP Indianapolis) must immediately demonstrate improved performance and management of fiscal systems due to a number of significant performance concerns, which are outlined in the school's individual section. It is imperative that the school immediately rectify its financial management practices and that the school's Board becomes more engaged in overseeing fiscal management systems. Additionally, the failure to meet enrollment targets had a negative impact on two schools (Fountain Square Academy and Lawrence Early College High School), forcing them to adjust staffing and/or resources to accommodate less than expected revenue. For one school (Hope Academy), concerns about long-term fiscal health were somewhat mitigated due to a change in state law that increased support for schools operated by hospitals that serve students in recovery from drugs or alcohol. However, the inability to meet enrollment targets (resulting in decreased revenue) remains a concern for the school. For one school (Lawrence Early College High School), changing facility requirements played a significant role in altering the school's long-term fiscal position. During the school year, the Indiana State Board of Accounts (SBOA) examined the financial management practices at five schools (Andrew J. Brown Academy, Monument Lighthouse Charter School, Decatur Discovery Academy, Fountain Square Academy, and Indianapolis Lighthouse Charter School) for the time period of July 1, 2006 to June 30, 2008. The examination outlined only minor findings related to the schools' practices, each of which are included in schools' individual sections.</p>
BOARD GOVERNANCE	<p>Members of the boards of directors at Mayor-sponsored charter schools offer a rich diversity of perspectives, expertise, and talents. Board members are to be commended for their volunteer efforts and their considerable personal and professional commitment to the schools. Generally speaking, the boards thoughtfully consider each decision and are actively involved in areas of school operation including human resources, curriculum, fund-raising, budget oversight, and community relations. Members engage in thoughtful discussion and make decisions that reflect the prioritization of student success and well-being. Four schools (KIPP Indianapolis, Fall Creek Academy, Fountain Square Academy, and Southeast Neighborhood School of Excellence) experienced notable turnover in 2008-09, unrelated to the term limits stipulated in their by-laws. Development of new members must remain a priority of each of these boards to ensure effective school governance and oversight. The majority of boards closely monitor student performance and analyze areas for school improvement, in addition to creating innovative programs to further the schools' missions. Members work closely with school administrators and carefully consider the input of staff. The Mayor's staff attend board meetings to ensure that official board protocol is followed and members comply with the Indiana Open Door Law.</p>

	Findings
LEADERSHIP	Overall, Mayor-sponsored charter schools are effectively led by experienced administrators who demonstrate a commitment to students and actively engage in continuous school improvement. The administrative structure at the majority of the schools ensures that responsibility is adequately distributed and each member is able to utilize and build upon their talents and expertise. School administrators demonstrate high-levels of creativity, business expertise, and leadership. Seven schools had new leaders this year (Challenge Foundation Academy, Fall Creek Academy, Fountain Square Academy, Indianapolis Lighthouse Charter School, Monument Lighthouse Charter School, KIPP Indianapolis, and Lawrence Early College High School). In each instance, new leadership was the result of the governing board's decision to replace leaders deemed ineffective or because of planned succession. For Lawrence Early College High School, the dissolution of the school's relationship with the township district resulted in the school leader and board having to manage a large and complex transition. On the whole, administrators at Mayor-sponsored charter schools are to be commended for continuing to set high expectations for both student and staff performance and working effectively with boards of directors, staff, and parents. All schools must continue to ensure that leaders are appropriately supported.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	77%
<i>Satisfied with...</i>	
Individual student attention	86%
Curriculum/academic program	88%
Class size	86%
Quality of teaching/instruction	88%
Opportunities for parent involvement	88%
School administration	84%
Teachers	89%
Services provided to students with special needs	46%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	75%
Return to this school	77%
OVERALL SATISFACTION	87%

Figure N: Staff Evaluation

Overall quality of education "very good" or "excellent"	68%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	67%
Teacher autonomy in the classroom	76%
Level of teacher involvement in school decisions	58%
Evaluation of teacher performance	57%
Opportunities for professional development	70%
Curriculum/academic program	81%
<i>School improvement efforts are...</i>	
Focused on student learning	86%
Based on research evidence	74%
<i>The school's principal...</i>	
Tracks student progress	76%
Works directly with teachers to improve instruction	54%
Makes expectations clear	72%
Communicates a clear vision	76%
<i>Likely to...</i>	
Return to the school	75%
OVERALL SATISFACTION	73%

QUESTION 3: ARE THE SCHOOLS MEETING THEIR OPERATIONS AND ACCESS OBLIGATIONS?

Overall, 15 of the 17 schools satisfied their obligations in 2008-2009 for compliance with the requirements set forth in their charter agreements with the Mayor. In addition to carrying out the obligations set forth in their charter, schools are also required to submit performance related materials to the Mayor's Office as outlined in the **Master Calendar of Reporting Requirements**, available online at www.indy.gov/mayor/charter. The majority of schools executed all compliance related activities and reporting requirements and did so in a timely manner. Some schools struggled to provide in a timely manner copies of staff licenses and/or verification that national criminal background checks were administered for board members. Each occurrence is outlined in the schools' individual sections of this report. Two schools (Lawrence Early College High School and The Indianapolis Project School) failed to properly follow through with charter related obligations. Lawrence Early College High School did not administer the NWEA examinations as required by the charter and also did not administer required staff, student, and parent surveys as instructed. The Indianapolis Project School also failed to properly administer surveys as required by their charter.

All of the 17 schools satisfactorily complied with laws and regulations related to providing appropriate access to students with special needs. Each year, the Mayor's Office retains a team of experts to conduct reviews of special education files for schools in their second and fourth years of operation. In 2008-2009, schools in their fifth year and one school in its seventh year also received file reviews. Based on the evidence collected during the special education file reviews, the schools are properly maintaining special education files with only minor areas of concern, with the exception of KIPP Indianapolis. KIPP is not fulfilling its legal obligations regarding proper maintenance of special-needs students' files and requires substantial improvement in order to achieve compliance.

Three schools received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for the 2008-2009 school year. The noncompliance issues are outlined in individual schools' sections, where applicable. The schools who received notification were instructed to immediately correct issues and will continue to be monitored by the DEL in accordance with its Continuous Improvement and Focused Monitoring System. Schools who were found to be noncompliant in 2006-2007 and 2007-2008 corrected issues cited for each of those school years, as noted in each of their individual sections.

QUESTION 4: ARE THE SCHOOLS PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

Tyler Sparks, research associate for Indiana University and principal evaluator for the Indianapolis Charter School Initiative, led expert site visits to Mayor-sponsored charter schools that were in their first, second, third, and fourth years of operation during 2008-2009. Mr. Sparks also conducted visits to schools in their fifth year to follow up on any areas the schools were rated as "Does Not Meet Standard" from their Fourth Year Mid-Charter Review. According to Mr. Sparks:

FIRST YEAR SCHOOL:

The Indianapolis Project School has an excellent focus on literacy and math, and the problem-based learning model is being successfully implemented. The school must continue to define the rigor and challenge of the program and secure financing in order to complete building renovations.

SECOND YEAR SCHOOL:

Monument Lighthouse Charter School has done well recruiting students and meeting enrollment targets. A high rate of turnover in students, staff, and leadership is a challenge. Relationships between teachers and administrators must be improved, especially trust, open communication, and mediation of conflict.

THIRD YEAR SCHOOLS:

Herron High School's ISTEP+ improvement was the highest of any school in Marion County and the second highest in Indiana. Staff continue to refine the classical curriculum to ensure that all teachers are implementing the model effectively. **Challenge Foundation Academy** is excelling in fiscal health, enrollment, attendance, and retention. The school has effectively managed the transition in leadership this year. It is using student performance data to ensure that each student reaches his/her potential. **Hope Academy** continues to excel in helping students recover from addiction in a safe and supportive academic environment. Faculty are working to refine a rigorous, standards-driven curriculum to complement their effective recovery program. **Lawrence Early College High School** has done well managing the transition in school leadership this year. One of the biggest challenges for the school is the need for a new facility and financing to cover the costs of relocation.

FOURTH YEAR SCHOOLS:

For schools in their fourth year of operation, site teams conducted a rigorous, three-day visit that culminated in a summative evaluation related to the Mayor's Performance Framework. The findings for each school are highlighted within their individual sections on the enclosed CD. The full evaluation reports for each school are available at www.indy.gov/mayor/charter.

FIFTH YEAR SCHOOLS:

Southeast Neighborhood School of Excellence received much praise from the community for its importance to the neighborhood. Relationships between faculty and administration could improve, helping to stabilize morale and promote teacher retention. **Charles A. Tindley Accelerated School's** leadership and staff are seen by families and students as highly committed, focused on students, knowledgeable, and always willing to help. The school continues to struggle with providing teachers adequate professional development and consistent evaluation. The school did however demonstrate the highest ISTEP+ performance of any secondary school in Marion County. **Indianapolis Metropolitan High School** has a strong relationship with students and families and provides strong preparation for life after high school. Consistent enforcement of school rules is seen as an important need. Stakeholders agreed that published rules and expectations at every grade level is important. **KIPP** struggled to address major concerns related to organizational accounting, field trips, student discipline, Title 1 expenditures, ISTEP+ administration, student leadership teams, special education, staff turnover rates and student promotion.

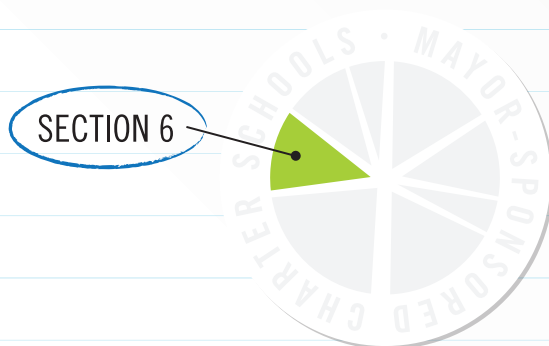
SEVENTH YEAR SCHOOLS:

Mr. Sparks reviewed select elements of school performance for two of the three schools in their seventh year, as part of the charter renewal application process. A review was not required for **Flanner House Elementary School**.

Christel House Academy is properly maintaining special education files. The school is aware of minor documentation issues and is working towards a refined process that will ensure consistency and compliance with new regulations (Article 7). **Fall Creek Academy** is providing sufficient guidance and support in preparing students for post-secondary options. The renewal findings for each of the three seventh year schools are documented within their individual sections on the attached CD. Full evaluation reports for the three seventh year schools are available on the web at www.indy.gov/mayor/charter.



IN 2008-2009, STUDENTS FROM 47 DIFFERENT SCHOOL DISTRICTS ATTENDED MAYOR-SPONSORED CHARTER SCHOOLS.



2008-2009 ACCOUNTABILITY REPORT FIGURE NOTES

THIS INFORMATION PROVIDES SOURCE REFERENCES AND ADDITIONAL INFORMATION FOR ALL FIGURES APPEARING IN THE MAIN REPORT AND EACH SCHOOL'S REPORT.

Figure A: Historical Enrollment at Mayor-Sponsored Charter Schools

Source for student enrollment: The Indiana Department of Education (IDOE) website, based on schools' Pupil Enrollment Count reported every fall. Source for maximum possible enrollment: Each school's charter, on file with the Mayor's Office. Source for number of students on waiting lists: Schools' self-report of data as of August 1, 2009. Note: In 2008-2009, students residing in 47 different school districts attended Mayor-sponsored charter schools. Note: A school may elect to maintain a smaller overall enrollment than that allowed by its charter with the Mayor's Office.

Figure B: Student Composition

Source for race/ethnicity and free/reduced lunch data: IDOE website. Source for Special Education: IDOE website, Special Education count reported December 1, 2008. Source for Limited English Proficiency: IDOE Division of Language Minority and Migrant Programs, count reported in March 2009.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Source: IDOE. Note: AYP determinations are required by the federal No Child Left Behind Act. If a school enrolled fewer than 30 students in a particular subgroup for a full year prior to testing, the IDOE does not issue an AYP determination for that subgroup's performance. If a school enrolled fewer than 40 students in a particular subgroup at the time of testing, the IDOE does not issue an AYP determination for that subgroup's participation. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the American Native and Asian subgroups.

Figures D and E: 2008-2009 Public Law 221 Performance

Source: IDOE. Note: Figures D and E show how Mayor-sponsored charter schools and Marion County public schools performed in relation to average county-wide performance on the ISTEP+ in 2008, and the average improvement in ISTEP+ pass rates between 2007 and 2008 or over a 3-year period, whichever is greater. Schools' horizontal location was determined by the percentage of students who passed the ISTEP+ in 2008 as determined under the Public Law 221 calculation. Vertical locations were determined based on the change in ISTEP+ pass rates between 2007 and 2008 or over a 3-year period, as determined under the Public Law 221 calculation. Horizontal and vertical axis lines were drawn to the represent the Marion County averages for performance and improvement.

2008-2009 ACCOUNTABILITY REPORT FIGURE NOTES

Figures F and G: ISTEP+ Proficiency Over Time

Source: IDOE. Note: Figures F and G examine the percent of students who passed ISTEP+ based on the length of time they were enrolled at their current school. To determine the number of years a student has been enrolled in a particular school, the number of consecutive years a student's ISTEP+ results were reported from that school were counted. If a student had only one fall ISTEP+ result reported from their current school, the student was counted as being enrolled for less than one year. If a student had fall ISTEP+ results reported from the same school for two years in a row, the student was counted as being enrolled for one year. If a student had ISTEP+ results reported from School A in fall 2006, School B in fall 2007, and again from School A in fall 2008, the student would be counted as having been enrolled in School A for less than one year. Results are only displayed when the number of students enrolled was greater than 10.

Figures H and I: Academic Progress of Students

Source: See Supplemental Report 3 for detailed notes on test score analysis. Note: Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree. Note: Not reporting scores where there are less than 10 students in the subject and grade follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below 10 (The Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 32).

Figure J: Mayor-Sponsored Charter Schools Students Achieving Sufficient Gains To Become Proficient Within Two Years

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by Northwest Evaluation Association (NWEA), 2009. Note: For 7th and 8th grade students, "sufficient gains" means sufficient to pass proficiency on the ISTEP+ in the fall of 9th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the Measures of Academic Progress (MAP) test and the ISTEP+, allowing NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for grades 10 through 12, NWEA was unable to calculate sufficient gains for 9th through 12th grades.

Figures K and L: Performance of Mayor-Sponsored Charter Schools vs. Schools Students Would Have Been Assigned to Attend

Source: IDOE and Indianapolis GeoSpatial Information Systems (GIS). Note: Data were used to determine which school a student currently enrolled in a Mayor-sponsored charter school would have been assigned to attend based on their residence. Under Public Law 221, the vertical positioning of each bubble was determined by the percentage of students passing the ISTEP+ in 2008. Horizontal positioning was determined by the change in the percentage of students passing the ISTEP+ between 2007 and 2008 or over a 3-year time frame, whichever is larger. Both horizontal and vertical values were calculated using Public Law 221 data. The size of each assigned school bubble was determined by the percentage of students in the Mayor-sponsored charter school who would have attended the assigned school. If PL122 data could not be located for a student's assigned school then the school was not included in the figures. To determine the horizontal and vertical values for the average comparison school bubble, weighted averages were used. For instance, if 40 percent of students in the charter school would have been assigned to comparison School A, then School A's horizontal and vertical values would account for 40 percent of the horizontal and vertical values for the average comparison school. Horizontal and vertical axis lines were drawn to represent the Marion County averages for performance and improvement.

Figure M: Parent Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school parents administered in spring 2009 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis. Note: "Very satisfied" and "somewhat satisfied" responses are on a five-point scale that also included "satisfied," "somewhat dissatisfied" and "very dissatisfied." Calculations do not include missing and "don't know" responses. Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor." Note: Students with special needs include, for example, those for whom English is a second language or those with disabilities or other academic difficulties. Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Figure N: Staff Evaluation

Source: All results are from confidential surveys of Mayor-sponsored charter school staff administered in spring 2009 by Indiana University. See Supplemental Report 3 for detailed notes on survey protocol and analysis. Note: "Strongly agree" and "agree" responses are on a six-point scale that also included "agree a little," "disagree a little," "disagree" and "strongly disagree." Calculations do not include missing and "don't know" responses. Note: Overall quality of education results include "very good" and "excellent" responses on a five-point scale that also included "good," "fair" and "poor." Note: Likelihood calculations include "extremely likely" and "very likely" responses on a five-point scale that also included "somewhat likely," "not very likely" and "not at all likely."

Ratings from the Fourth Year Charter Review

Source: "Indianapolis Mayor's Office Fourth Year Charter Review" for each Fourth Year School, available online. The schools' full reports include detailed explanations of the ratings.

Ratings from the Charter Renewal Review Process

Source: "Indianapolis Mayor's Office Charter Renewal Reviews" for each Seventh Year School, available online. The schools' full reports include detailed explanations of the ratings.



SECTION 7

ACKNOWLEDGEMENTS

The Mayor's Office wishes to express its gratitude to a number of individuals, groups and organizations. First, we would like to thank the members of the Mayor's Charter School Advisory Board for volunteering their time and effort in helping to make this initiative successful. We would also like to thank the members of the Indianapolis City-County Council for their support. Finally, the Mayor's Office thanks the students, parents and educators who work hard every day to make the Mayor-sponsored charter schools successful.

The Mayor's Office also recognizes the following individuals and organizations for their efforts in developing the initiative, collecting and analyzing school performance data and providing assistance in preparing this report.

Dr. Bryan C. Hassel, co-director of Public Impact, serves as the Mayor's Office's principal advisor as it continues to develop and refine the accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's degree from Oxford University, which he attended as a Rhodes Scholar.

H.J. Umbaugh & Associates developed and carried out the Mayor's Office's system of financial oversight of charter schools. The firm has more than 50 years of experience and is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

Tyler Sparks, a research associate with the Center for Evaluation and Education Policy (CEEP), led Indiana University's involvement with the charter schools initiative. During 2008-2009, Mr. Sparks led and coordinated site visits, developed site visit protocols, and provided support for the parent and staff surveys.

Dr. Jonathan Plucker is the director of CEEP, a professor of educational psychology and cognitive science at the Indiana University School of Education, and a noted charter school researcher. Dr. Plucker provided oversight of the evaluation activities for Mayor-Sponsored Charter Schools in 2008-2009.

Mitchell Farmer is a project assistant with CEEP and a Master's student at Indiana University's School of Public and Environmental Affairs. Mr. Farmer assisted Mr. Sparks in data collection and information processing and supported reporting efforts to the schools and the Mayor's Office.

Ashley Lewis is an undergraduate research assistant at CEEP. During the summer of 2009, Ms. Lewis was responsible for editing reports and managing charter school surveys.

Kristin Hobson is a research associate at CEEP. She participated on the site visit teams, reviewed site visit protocols, and edited parent and staff surveys.

Dr. Ethan Yazzie-Mintz is an assistant research scientist at CEEP, and is the director of the High School Survey of Student Engagement (HSSSE). During 2008-2009, Dr. Yazzie-Mintz coordinated the implementation of the high school and middle grades surveys.

Rebekah Sindors is a project associate at CEEP and primarily works with the High School Survey of Student Engagement. Ms. Sindors assisted in IU's involvement in the charter schools initiative by facilitating the shipping of surveys to schools, and provided support to administrators with the administration and return of surveys.

Brandon Rinkenberger is a project associate at CEEP who managed the input of all survey data.

Kelly Hamilton is a consultant for CEEP and has been involved with the Indianapolis Charter Schools Initiative since 2007. During 2008-2009, Mrs. Hamilton conducted special education file audits and was a team member on several site visits.

Susan Zapach is an educator and Fellow with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

Dr. Dina Stephens has served on the site teams for three years and has been a consultant working with charter schools in the areas of curriculum, professional development and grant writing for the past eight years. She has taught education courses at Ball State University and the University of Wisconsin-Madison.

Cheryl McLaughlin is a former teacher, traditional public school board member, and co-founder of a local charter school, and served on the Mayor's Charter School Advisory Board prior to joining the CEEP team as a site team evaluator.

Dr. Terrence Harewood is an experienced university educator currently teaching at the University of Indianapolis.

Laura Harris is a former English teacher and currently serves as a Student Teaching Supervisor at I.U. Bloomington.

Cheryl Gerdt taught middle school science and Language Arts for 23 years and currently works as a Student Teaching Supervisor with Indiana University's Student Teaching Office.

Dr. Molly Chamberlin is the Director of Data Analysis at the IDOE. She provided invaluable technical assistance and data facilitation on behalf of the Department.



SECTION 8

2008-2009 MSCS LOCATIONS



- | | | |
|---|---|---|
| <p>1 ANDREW J. BROWN ACADEMY
3600 North German Church Road
(317) 891-0730</p> | <p>7 FLANNER HOUSE ELEMENTARY SCHOOL
2424 Dr. Martin Luther King Jr. Street
(317) 925-4231</p> | <p>13 INDIANAPOLIS PROJECT SCHOOL
1145 East 22nd Street
(317) 608-0210</p> |
| <p>2 CHALLENGE FOUNDATION ACADEMY
3980 Meadows Drive
(317) 803-3182</p> | <p>8 FOUNTAIN SQUARE ACADEMY
1615 South Barth Avenue
(317) 536-1026</p> | <p>14 KIPP INDIANAPOLIS COLLEGE PREPARATORY
1740 East 30th Street
(317) 637-9780</p> |
| <p>3 CHARLES A. TINDLEY ACCELERATED SCHOOL
3960 Meadows Drive
(317) 545-1745</p> | <p>9 HERRON HIGH SCHOOL
110 East 16th Street
(317) 231-0010</p> | <p>15 LAWRENCE EARLY COLLEGE HIGH SCHOOL
FOR SCIENCE AND TECHNOLOGIES
7250 East 75th Street
(317) 964-8080</p> |
| <p>4 CHRISTEL HOUSE ACADEMY
2717 South East Street
(317) 783-4690</p> | <p>10 HOPE ACADEMY
8102 Clearvista Parkway
(317) 572-9440</p> | <p>16 MONUMENT LIGHTHOUSE CHARTER SCHOOL
4002 North Franklin Road
(317) 351-2880</p> |
| <p>5 DECATUR DISCOVERY ACADEMY
5125 Decatur Boulevard
(317) 856-0900</p> | <p>11 INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL
1780 Sloan Avenue
(317) 351-1534</p> | <p>17 SOUTHEAST NEIGHBORHOOD SCHOOL
OF EXCELLENCE
1601 South Barth Avenue
(317) 423-0204</p> |
| <p>6 FALL CREEK ACADEMY
2540 North Capitol Avenue, Suite 100
(317) 536-1026</p> | <p>12 INDIANAPOLIS METROPOLITAN HIGH SCHOOL
1635 West Michigan Street
(317) 524-4638</p> | |



ANDREW J. BROWN ACADEMY

GRADES SERVED IN 2008-2009: K-8
SCHOOL LEADER: THELMA WYATT

THE MISSION OF ANDREW J. BROWN ACADEMY (AJB) IS TO PROVIDE A CHALLENGING, BACK-TO-BASICS PROGRAM AIMED AT DEVELOPING THE ABILITY OF ALL STUDENTS TO MASTER FUNDAMENTAL ACADEMIC SKILLS AND, ULTIMATELY, TO INCREASE ACADEMIC ACHIEVEMENT. THE SCHOOL ALSO STRIVES TO BUILD GOOD MORAL CHARACTER IN ITS STUDENTS ROOTED IN STRONG PARENTAL INVOLVEMENT. THE SCHOOL IS MANAGED BY NATIONAL HERITAGE ACADEMIES AND USES ITS EDUCATIONAL MODEL.

Figure A: Historical Enrollment at AJB

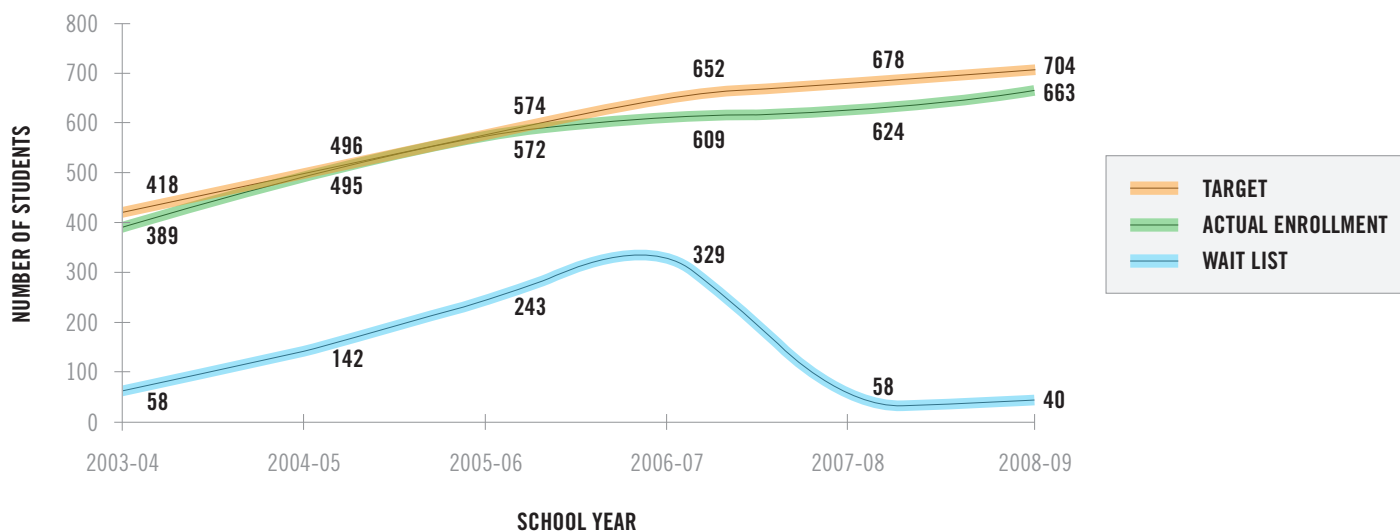
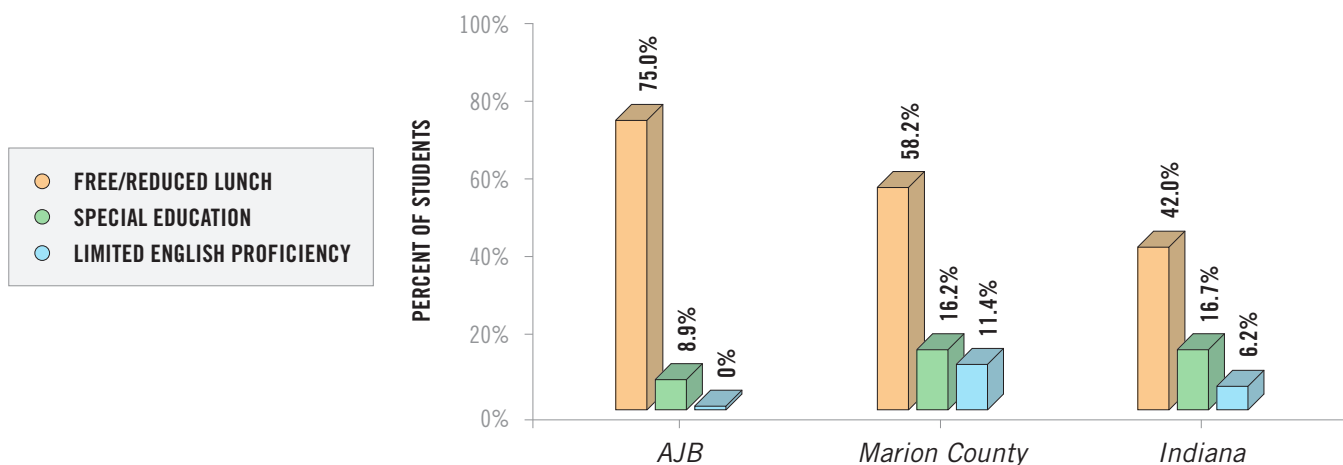
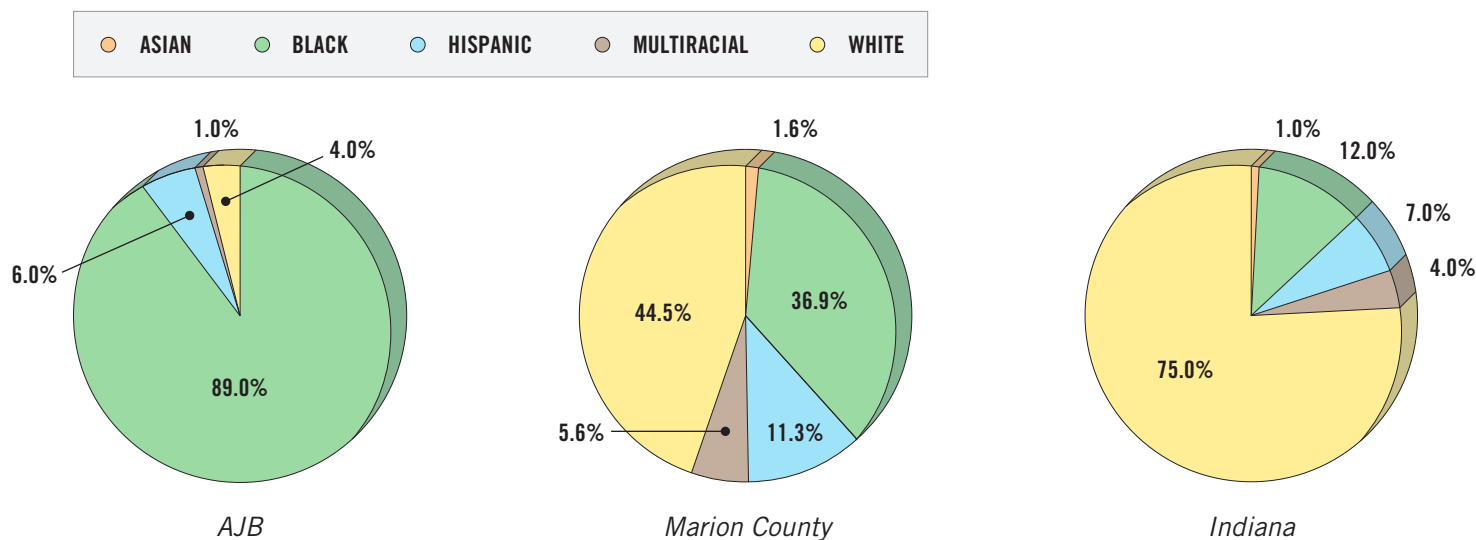
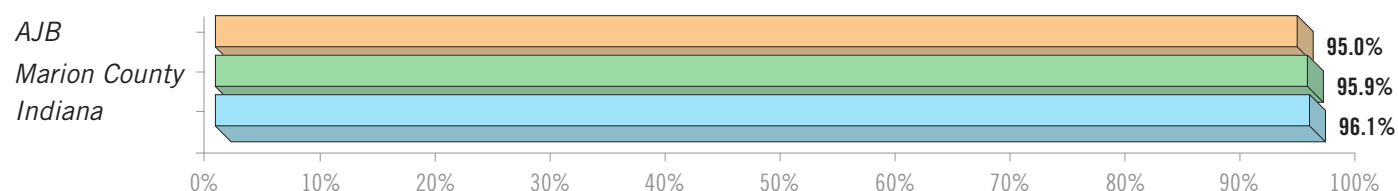


Figure B: Student Composition at AJB



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

In 2008-2009, AJB made AYP in 13 out of 13 categories.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	13 out of 13
2007	✗	11 out of 13
2006	✓	13 out of 13
2005	✓	13 out of 13
2004	✓	10 out of 10

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 9.4 percent in ISTEP+ pass rates and an overall pass rate of 71.6 percent to receive an 'Exemplary Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008	●				
2007	●				
2006	●				
2005	●				

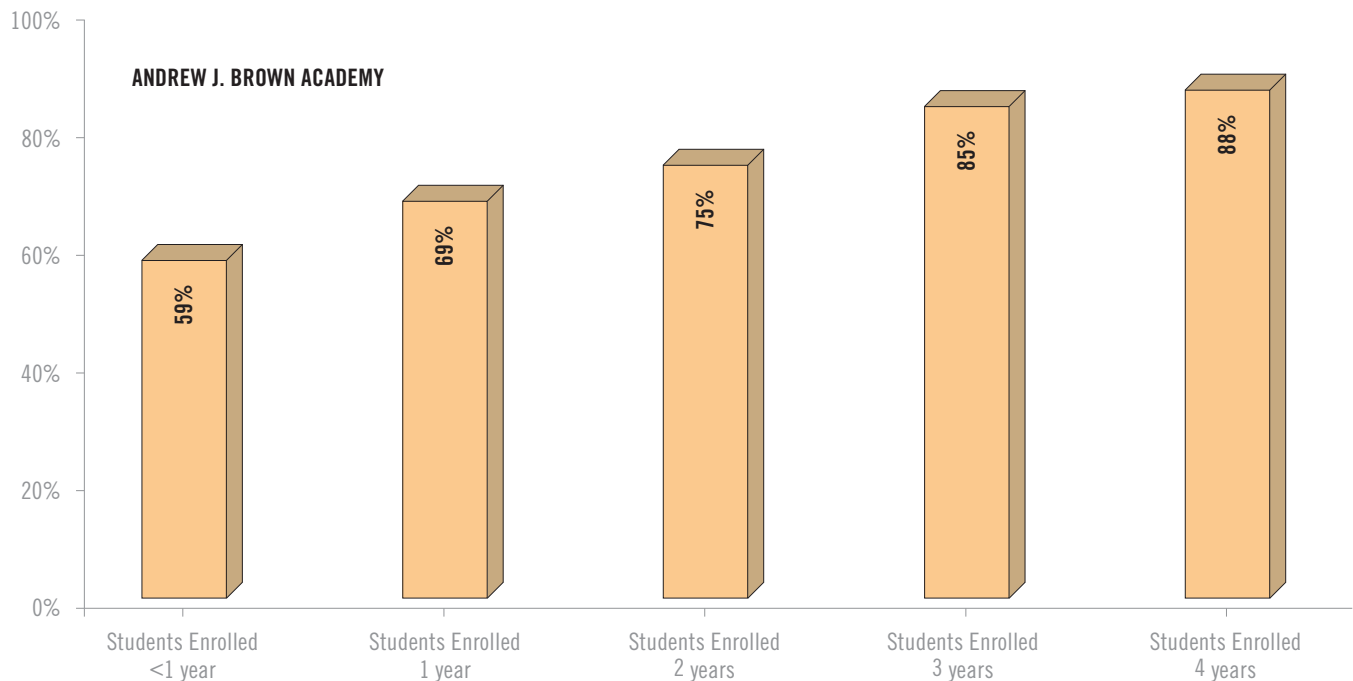
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at AJB who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

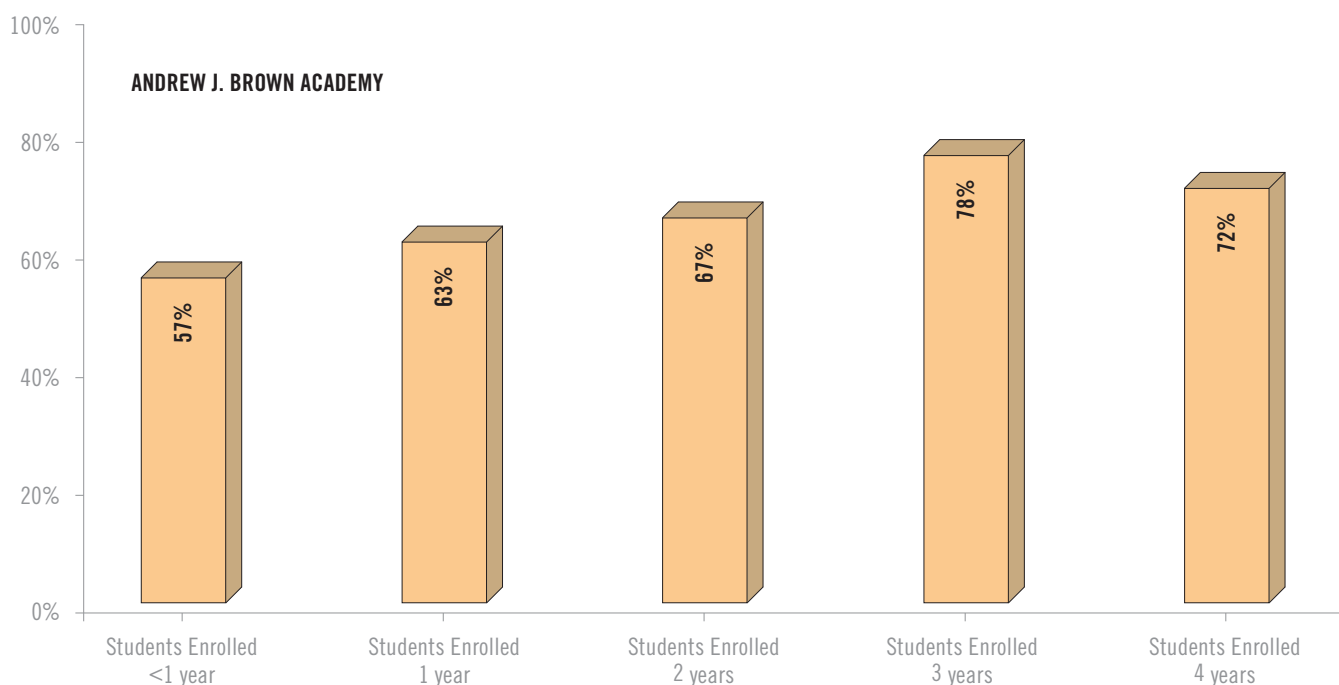
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at AJB. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 59 percent of students who had been enrolled in AJB for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 69 percent of students who had been enrolled in AJB for a full year passed the ISTEP+. Among students who had been enrolled for four years, 88 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 57 percent of students who had been enrolled in AJB for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 63 percent of students who had been enrolled in AJB for a full year passed the ISTEP+. Among students who had been enrolled for four years, 72 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT AJB IMPROVED BY 9.4 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID AJB STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at AJB with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where AJB students gained ground, lost ground or stayed even compared to their peers.

Figure H: AJB vs. Indiana Norms, Fall 2008 Through Spring 2009

	AJB Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	AJB GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	9.0	6.9	2.0		
2nd grade	18.0	14.0	4.0		
3rd grade	12.9	8.0	4.9		
4th grade	10.4	6.0	4.4		
5th grade	6.2	5.0	1.2		
6th grade	3.0	4.0			-1.0
7th grade	0.5	3.0			-2.5
8th grade	1.8	2.0		-0.2	
<i>Math</i>	10.2	9.3		0.9	
2nd grade	13.2	14.0		-0.8	
3rd grade	11.8	10.0	1.8		
4th grade	11.3	9.0	2.3		
5th grade	8.4	9.0		-0.6	
6th grade	10.3	7.0	3.3		
7th grade	5.7	6.0		-0.3	
8th grade	5.1	5.0		0.1	
<i>Reading</i>	8.2	7.1	1.2		
2nd grade	14.9	13.0	1.9		
3rd grade	11.2	8.0	3.2		
4th grade	10.3	7.0	3.3		
5th grade	5.8	6.0		-0.2	
6th grade	5.2	4.0	1.2		
7th grade	1.9	3.0			-1.2
8th grade	-0.3	3.0			-3.3
TOTAL	9.2	7.8	1.4		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at AJB made an average gain of 18.0 points, compared to 14.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their average gains were 4.0 points higher. A rating of "stayed even" means there was no statistically significant difference between AJB's average gains for this grade and subject and the average Indiana gains.

Figure I: AJB vs. National Norms, Fall 2008 Through Spring 2009

	AJB Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	AJB GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	9.0	7.2	1.8		
2nd grade	18.0	14.0	4.0		
3rd grade	12.9	9.0	3.9		
4th grade	10.4	6.0	4.4		
5th grade	6.2	5.0	1.2		
6th grade	3.0	4.0			-1.0
7th grade	0.5	3.0			-2.5
8th grade	1.8	3.0			-1.2
<i>Math</i>	10.2	9.5		0.7	
2nd grade	13.2	14.0		-0.8	
3rd grade	11.8	11.0		0.8	
4th grade	11.3	9.0	2.3		
5th grade	8.4	9.0		-0.6	
6th grade	10.3	7.0	3.3		
7th grade	5.7	6.0		-0.3	
8th grade	5.1	5.0		0.1	
<i>Reading</i>	8.2	7.0	1.2		
2nd grade	14.9	13.0	1.9		
3rd grade	11.2	9.0	2.2		
4th grade	10.3	7.0	3.3		
5th grade	5.8	5.0		0.8	
6th grade	5.2	4.0	1.2		
7th grade	1.9	3.0			-1.2
8th grade	-0.3	3.0			-3.3
TOTAL	9.2	7.9	1.3		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at AJB made an average gain of 18.0 points, compared to 14.0 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 4.0 points higher. A rating of “stayed even” means there was no statistically significant difference between AJB’s average gains for this grade and subject and the average US gains.



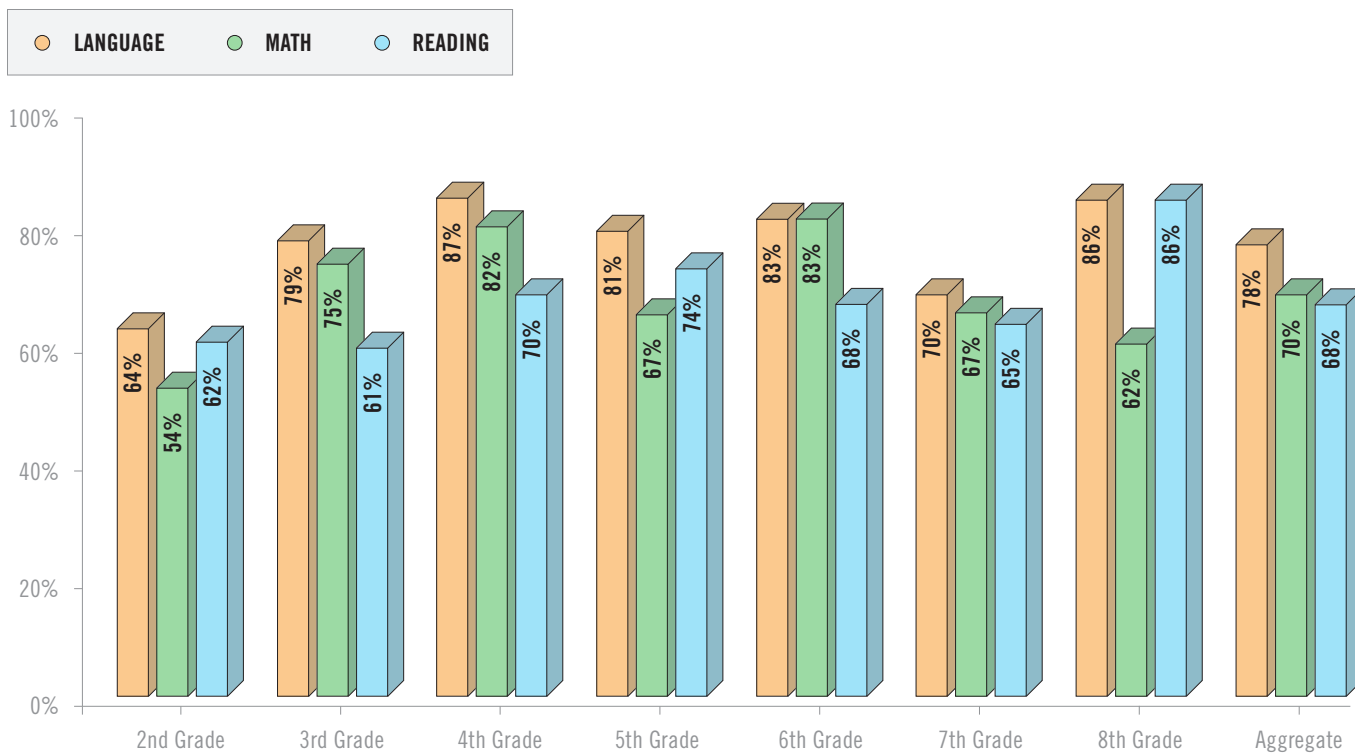
WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, AJB HAD BOTH A HIGHER PERCENTAGE OF STUDENTS PASSING THE ISTEP+ AND CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.



SUFFICIENT GAINS: WHAT PROPORTION OF AJB STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: AJB Students Achieving Sufficient Gains to Become Proficient Within Two Years

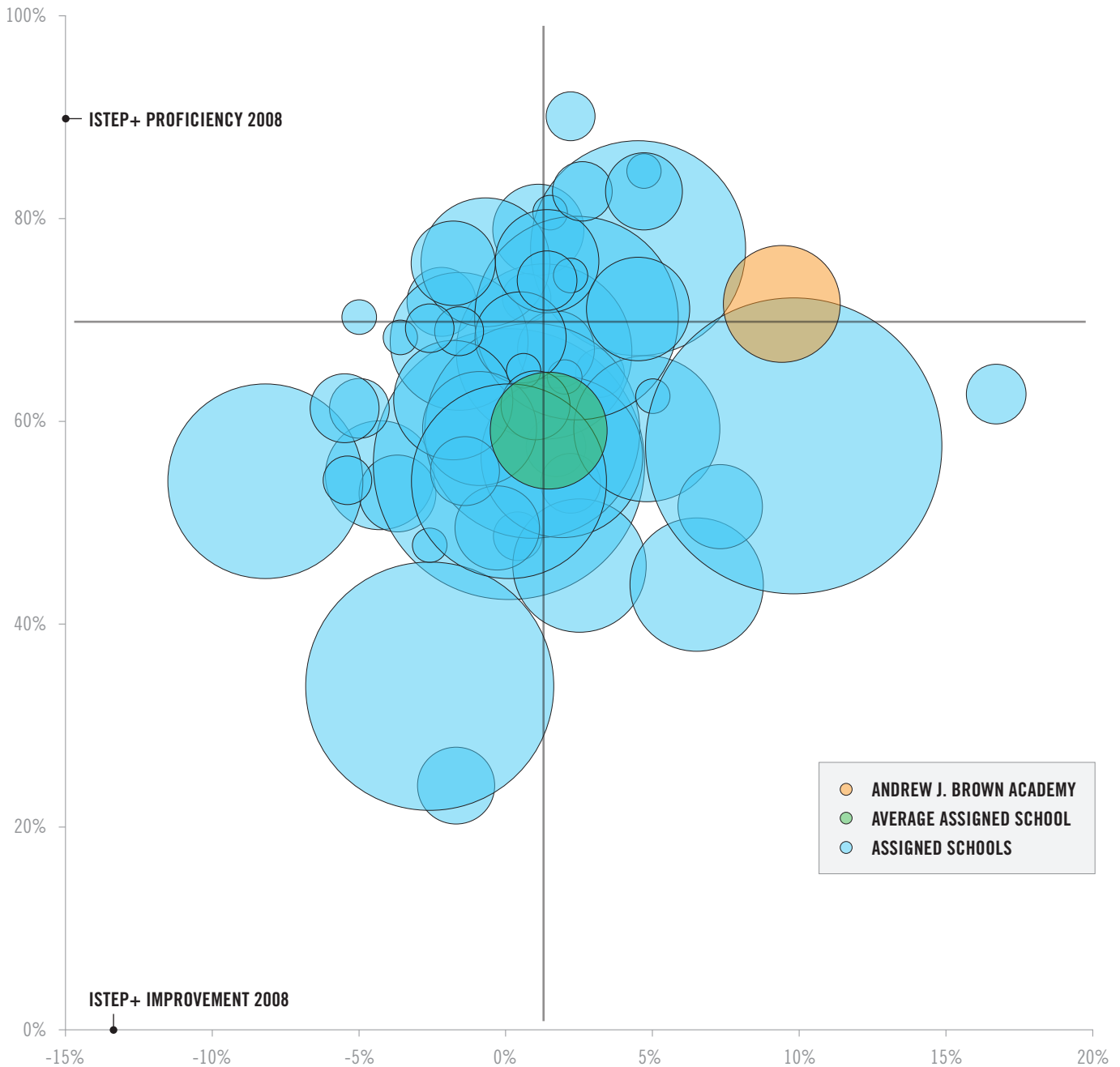


How to read this figure: For example, 2nd grade math shows 54 percent. This means that at their current rate of progress, 54 percent of 2nd graders enrolled at the Andrew J. Brown Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

IS AJB OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of AJB to that of Marion County public schools students would have been assigned to attend, based on their place of residence. AJB had a higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, AJB showed considerably more improvement than the average assigned schools.

Figure K: Performance of AJB vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend AJB. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of AJB. The size of each blue bubble is proportional to the number of AJB students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school is in sound fiscal health, and financial systems are managed adequately by National Heritage Academies (NHA), the school's education management organization. During the school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2006 to June 30, 2008. The examination outlined minor findings related to the school's financial accounting practices. Included in the findings were the school's untimely collection of book rental fees, comingling of Federal and State funds, and lack of original supporting documentation (such as receipts). One finding – specifically, the school's use of unapproved accounting forms – appeared on previous examinations, suggesting that the school had not yet satisfactorily resolved the issue.
BOARD GOVERNANCE	Though fairly small in size, the Board offers a broad range of skills and experiences. Members are actively engaged in school operations and have developed effective relationships with the staff and NHA. The Board carefully analyzes school finances and academic performance and engage in thoughtful dialogue when making decisions.
LEADERSHIP	Leadership at Andrew J. Brown Academy continues to create a culture conducive to high levels of student achievement. The school's principal – who has served in that capacity since the school's inception – maintains high expectations for both staff and students. The structure of the administration – which includes an assistant principal and a principal-in-residence – allows for effective distribution of responsibility and mentorship under the leadership of the school's high performing principal.



LEADERSHIP AT AJB HAS CREATED A CULTURE OF ACHIEVEMENT, WITH HIGH EXPECTATIONS FOR BOTH STAFF AND STUDENTS.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	70%
<i>Satisfied with...</i>	
Individual student attention	83%
Curriculum/academic program	89%
Class size	81%
Quality of teaching/instruction	85%
Opportunities for parent involvement	88%
School administration	80%
Teachers	87%
Services provided to students with special needs	42%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	66%
Return to this school	67%
OVERALL SATISFACTION	80%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	56%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	72%
Teacher autonomy in the classroom	69%
Level of teacher involvement in school decisions	56%
Evaluation of teacher performance	21%
Opportunities for professional development	87%
Curriculum/academic program	92%
<i>School improvement efforts are...</i>	
Focused on student learning	87%
Based on research evidence	69%
<i>The school's principal...</i>	
Tracks student progress	85%
Works directly with teachers to improve instruction	64%
Makes expectations clear	82%
Communicates a clear vision	85%
<i>Likely to...</i>	
Return to the school	74%
OVERALL SATISFACTION	64%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Andrew J. Brown Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. The school's education management organization, National Heritage Academies, was responsible for executing compliance related activities and did so in a timely manner.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Accountability data collected by the Mayor's Office revealed no major concerns specific to the school's ability to provide appropriate conditions for success.



CHALLENGE FOUNDATION ACADEMY

GRADES SERVED IN 2008-2009: K-5
SCHOOL LEADER: CHARLIE SCHLEGEL

CHALLENGE FOUNDATION ACADEMY'S (CFA) MISSION IS TO OFFER A FIRST CLASS EDUCATION TO EVERY CHILD. THE SCHOOL EMBRACES SCIENTIFICALLY-BASED INSTRUCTIONAL MODELS, ENHANCED CURRICULUM DESIGN, STATE-OF-THE-ART TECHNOLOGY AND HIGH ACADEMIC STANDARDS BUILT ON A FOUNDATION OF HIGH MORAL AND ETHICAL CHARACTER.

Figure A: Historical Enrollment at CFA

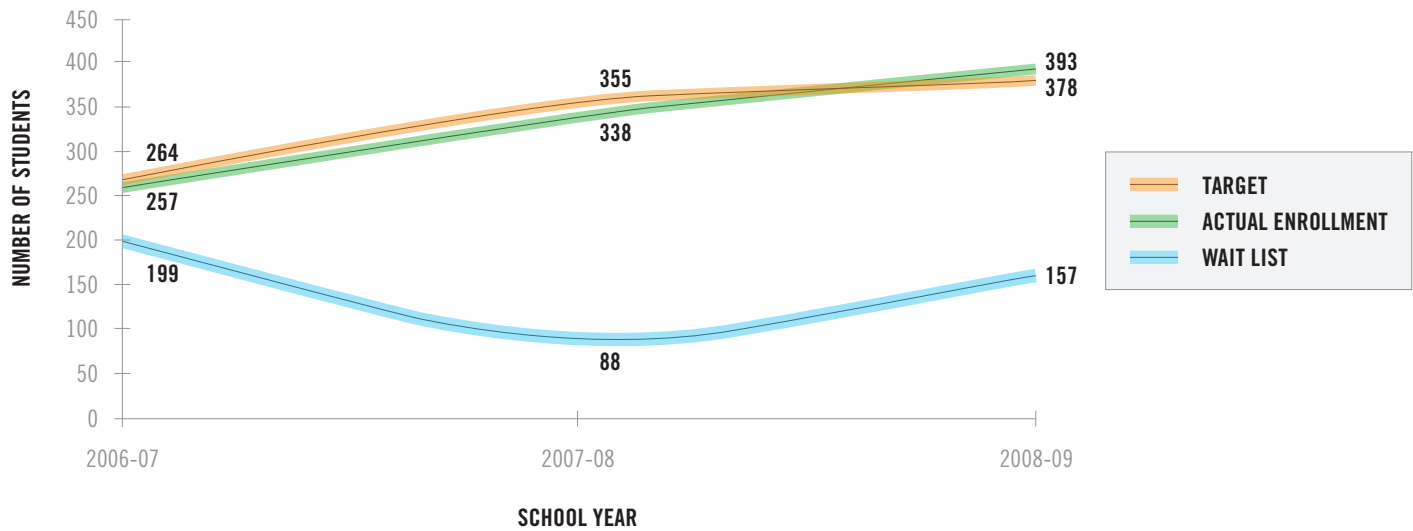
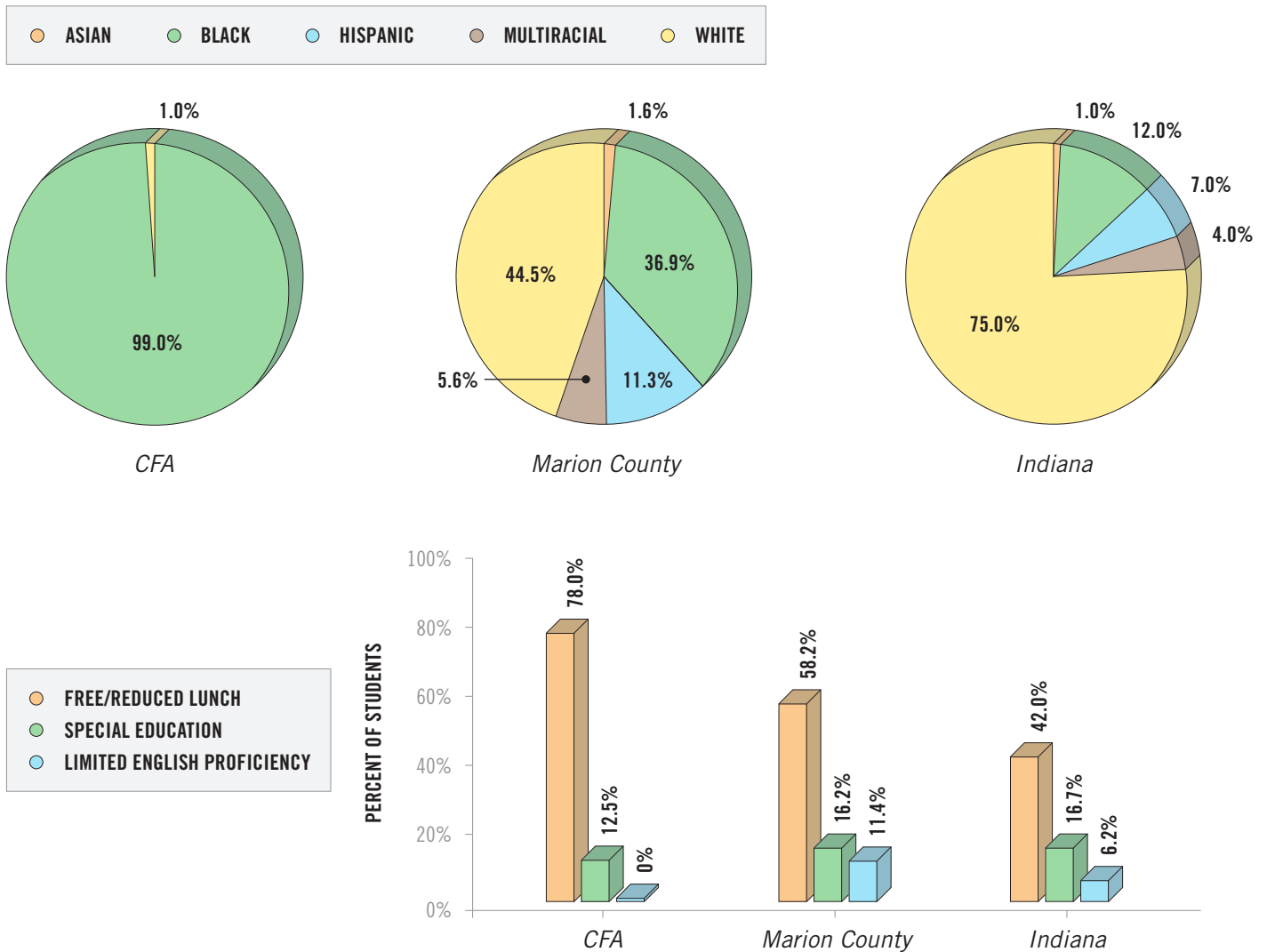
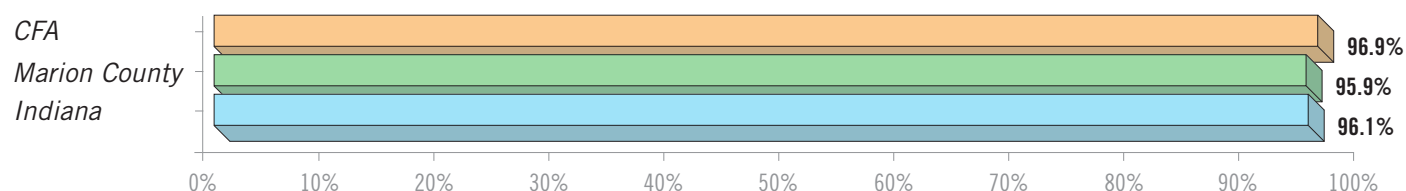


Figure B: Student Composition at CFA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Challenge Foundation Academy made AYP in 10 of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✓	✓	✓	✓
Black	✗	✓	✓	✓	
Free/Reduced Lunch	✓	✗	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	10 out of 13
2007	✗	11 out of 13

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 7.7 percent in ISTEP+ pass rates and an overall pass rate of 48.7 percent that would have resulted in an 'Exemplary Progress' placement. However, because the school has not made AYP for two consecutive years, they are not eligible to receive a placement higher than 'Academic Progress'.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007	●				

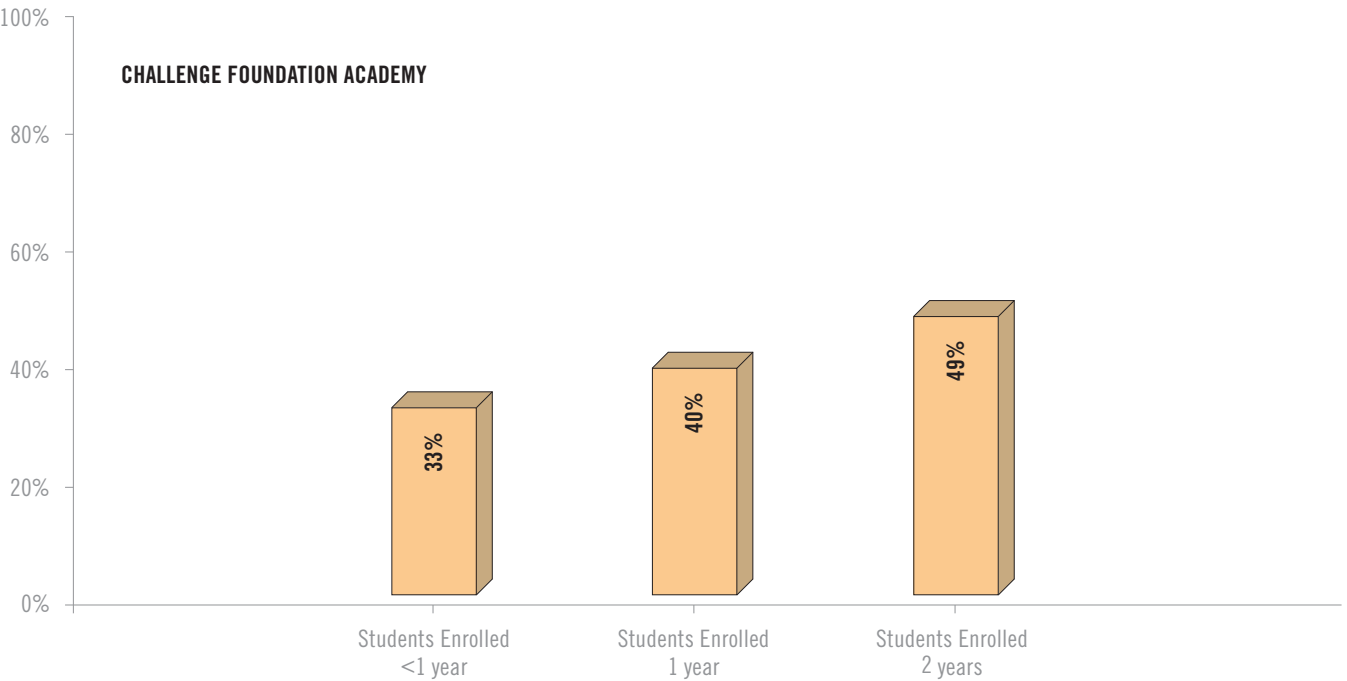
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor’s Office examined the percentage of students at CFA who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

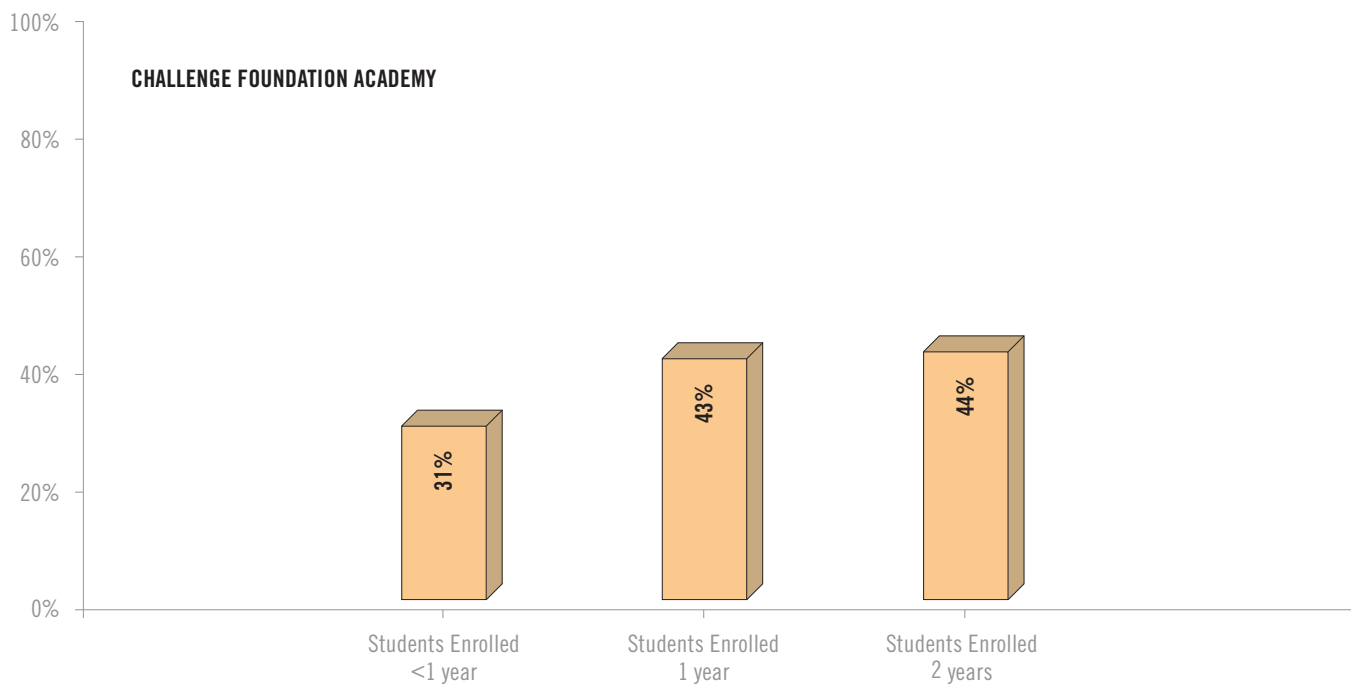
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at CFA. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 33 percent of students who had been enrolled in CFA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 40 percent of students who had been enrolled in CFA for a full year passed the ISTEP+. Among students who had been enrolled for two years, 49 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 31 percent of students who had been enrolled in CFA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 43 percent of students who had been enrolled in CFA for a full year passed the ISTEP+. Among students who had been enrolled for two years, 44 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT CFA IMPROVED BY 7.7 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID CFA STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at CFA with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where CFA students gained ground, lost ground or stayed even compared to their peers.

Figure H: CFA vs. Indiana Norms, Fall 2008 Through Spring 2009

	CFA Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	CFA GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	12.1	8.7	3.4		
2nd grade	14.1	14.0		0.1	
3rd grade	14.9	8.0	6.9		
4th grade	9.7	6.0	3.7		
5th grade	8.0	5.0	3.0		
<i>Math</i>	13.6	10.7	2.9		
2nd grade	16.0	14.0	2.0		
3rd grade	12.3	10.0	2.3		
4th grade	11.7	9.0	2.7		
5th grade	14.1	9.0	5.1		
<i>Reading</i>	11.1	8.7	2.4		
2nd grade	14.2	13.0	1.2		
3rd grade	10.2	8.0	2.2		
4th grade	12.4	7.0	5.4		
5th grade	7.0	6.0	1.0		
TOTAL	12.3	9.4	2.9		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at CFA made an average gain of 14.1 points, compared to 14.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because the difference in average gains were not statistically significant between CFA and Indiana for this grade and subject.

Figure I: CFA vs. National Norms, Fall 2008 Through Spring 2009

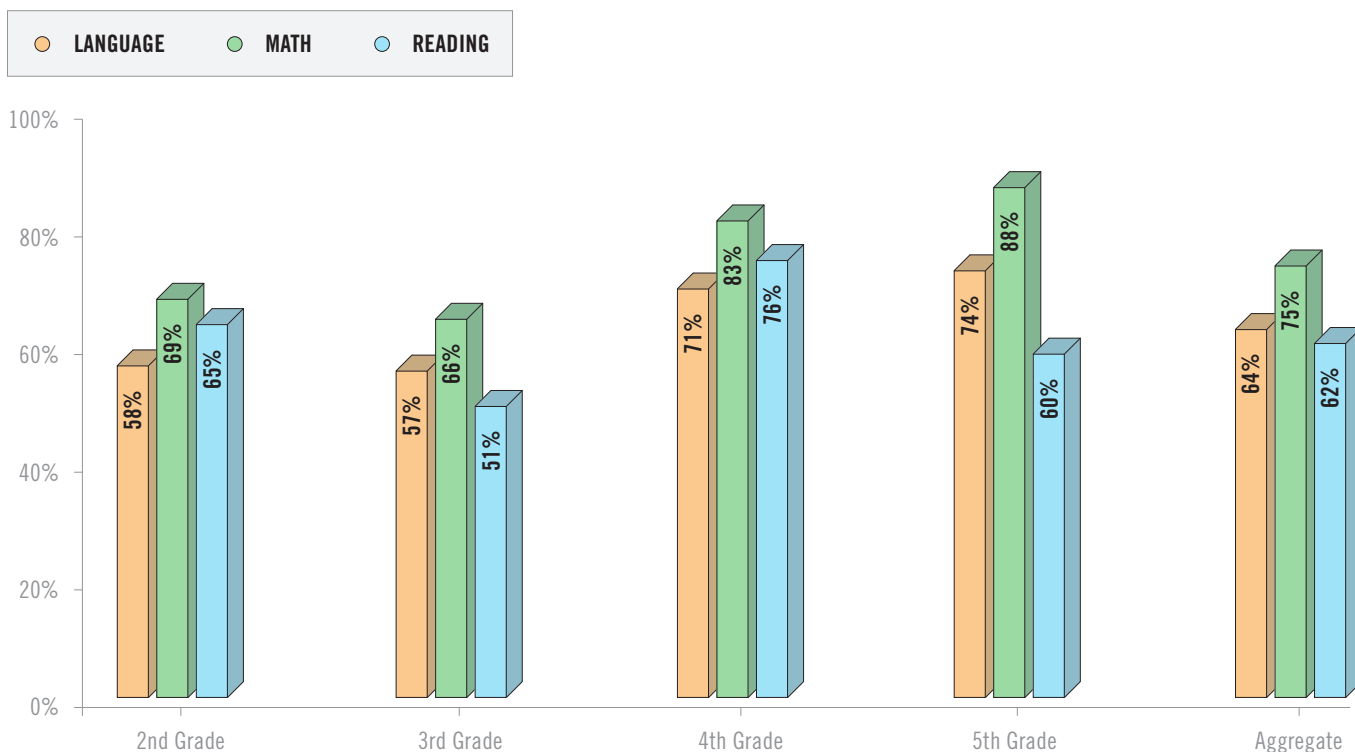
	CFA Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	CFA GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	12.1	9.0	3.1		
2nd grade	14.1	14.0		0.1	
3rd grade	14.9	9.0	5.9		
4th grade	9.7	6.0	3.7		
5th grade	8.0	5.0	3.0		
<i>Math</i>	13.6	11.0	2.6		
2nd grade	16.0	14.0	2.0		
3rd grade	12.3	11.0	1.3		
4th grade	11.7	9.0	2.7		
5th grade	14.1	9.0	5.1		
<i>Reading</i>	11.1	8.8	2.3		
2nd grade	14.2	13.0	1.2		
3rd grade	10.2	9.0	1.2		
4th grade	12.4	7.0	5.4		
5th grade	7.0	5.0	2.0		
TOTAL	12.3	9.6	2.6		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at CFA made an average gain of 14.1 points, compared to 14.0 points for the average US student. These students “stayed even” compared to the average US student because the difference in average gains were not statistically significant between CFA and the US for this grade and subject.

SUFFICIENT GAINS: WHAT PROPORTION OF CFA STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: CFA Students Achieving Sufficient Gains to Become Proficient Within Two Years

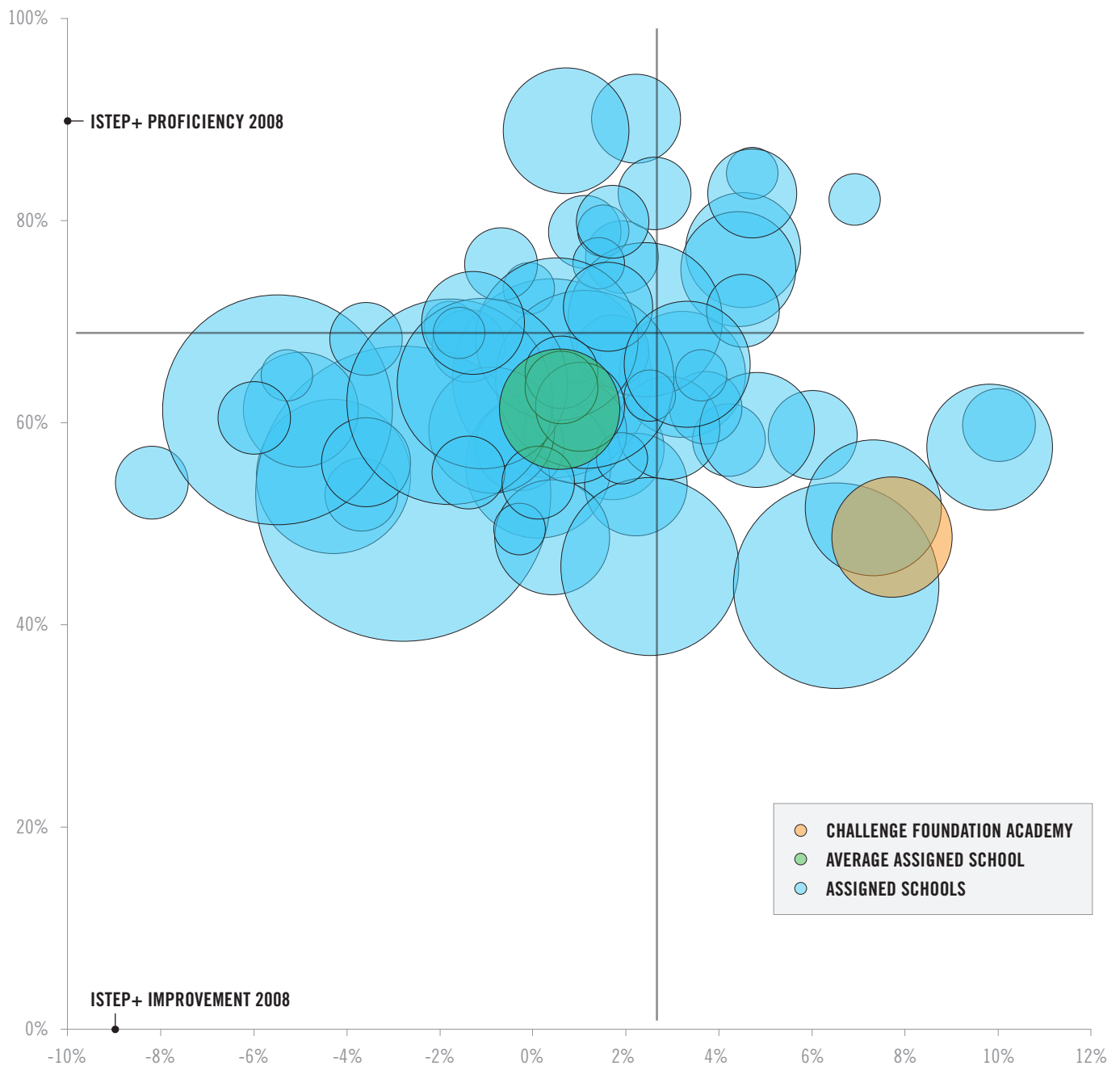


How to read this figure: For example, 2nd grade math shows 69 percent. This means that at their current rate of progress, 69 percent of 2nd graders enrolled at the Challenge Foundation Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

IS CFA OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of CFA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. CFA had a slightly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. However, CFA showed considerably more improvement than the average assigned schools.

Figure K: Performance of CFA vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend CFA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of CFA. The size of each blue bubble is proportional to the number of CFA students who would have attended the school.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, CFA SHOWED CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	Challenge Foundation Academy ended the school year in solid fiscal health, with a balanced budget and substantial reserves. The financial management systems in place are highly effective, combining staff persons with support provided by an outside bookkeeping firm. All fiscal reporting requirements were met in a timely manner.
BOARD GOVERNANCE	The Board is comprised of committed directors with a wide range of professional expertise. The Board thoughtfully considers each decision and is actively involved in school operations, from human resources to curriculum. Board meetings are conducted openly and in compliance with the state Open Door Law. Parent participation in Board meetings is especially notable. Members display a genuine appreciation for the feedback provided by both students and families.
LEADERSHIP	The school had a new principal during the 2008-2009 academic year, who implemented a number of innovative and effective new programs. The school leader has developed effective relationships with the Board, staff, and parents at the school, creating an atmosphere of cohesion and teamwork. The administrative team is structured so that responsibilities are adequately distributed and each member is able to utilize and build upon their talents to continuously drive the school's growth and improvement.



BASED ON RESULTS FROM NWEA MAP TESTS, STUDENTS AT CFA MADE MORE GROWTH IN 2008-09 THAN THEIR STATE AND NATIONAL PEERS.



PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	78%
<i>Satisfied with...</i>	
Individual student attention	90%
Curriculum/academic program	90%
Class size	83%
Quality of teaching/instruction	93%
Opportunities for parent involvement	92%
School administration	83%
Teachers	94%
Services provided to students with special needs	51%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	82%
Return to this school	83%
OVERALL SATISFACTION	91%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	77%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	54%
Teacher autonomy in the classroom	77%
Level of teacher involvement in school decisions	69%
Evaluation of teacher performance	50%
Opportunities for professional development	65%
Curriculum/academic program	92%
<i>School improvement efforts are...</i>	
Focused on student learning	96%
Based on research evidence	92%
<i>The school’s principal...</i>	
Tracks student progress	73%
Works directly with teachers to improve instruction	35%
Makes expectations clear	50%
Communicates a clear vision	65%
<i>Likely to...</i>	
Return to the school	85%
OVERALL SATISFACTION	77%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Challenge Foundation Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor’s Office’s internal systems did not indicate any significant concerns related to these obligations. The school executed compliance related activities in a timely manner, submitting required materials on time and maintaining an orderly compliance binder.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS’ KEY COMMENTS

Challenge Foundation Academy is excelling in its fiscal health, student enrollment, attendance, and retention. The school enjoys strong oversight and support from its governing school board and has effectively managed the transition in key leadership positions this year. There is a high level of parent satisfaction with the school. The school has effectively communicated with a diverse set of parents, conveying its mission to all stakeholders. The climate at CFA supports the success of staff and students. Faculty and students enjoy supportive yet professional relationships.

Challenge Foundation Academy is working toward using student performance data to ensure that each student reaches their potential. The school continues to define effective human resource systems, such as new teacher orientation and teacher evaluation. The academy has a solid foundation in its curriculum but continues to work toward incorporating systematic review processes. The school is working to ensure that material is presented in time for testing, ensure that instruction is effectively paced to maximize rigor and challenge, and use differentiated strategies to engage all learners.



CHARLES A. TINDLEY ACCELERATED SCHOOL

GRADES SERVED IN 2008-2009: 6-12
SCHOOL LEADER: MARCUS ROBINSON

THE MISSION OF CHARLES A. TINDLEY ACCELERATED SCHOOL (CTAS) IS TO EMPOWER STUDENTS – REGARDLESS OF THEIR PAST ACADEMIC PERFORMANCE – TO BECOME SUCCESSFUL STUDENTS WHO GRADUATE WITH THE CAPACITY FOR COLLEGE AND CAREER OPPORTUNITIES. THE SCHOOL'S ACCELERATED LEARNING PROGRAM IS DESIGNED TO INTELLECTUALLY ENGAGE, INSPIRE AND SPUR ACADEMIC ACHIEVEMENT THROUGH A COLLEGE PREPARATORY CURRICULUM.

Figure A: Historical Enrollment at CTAS

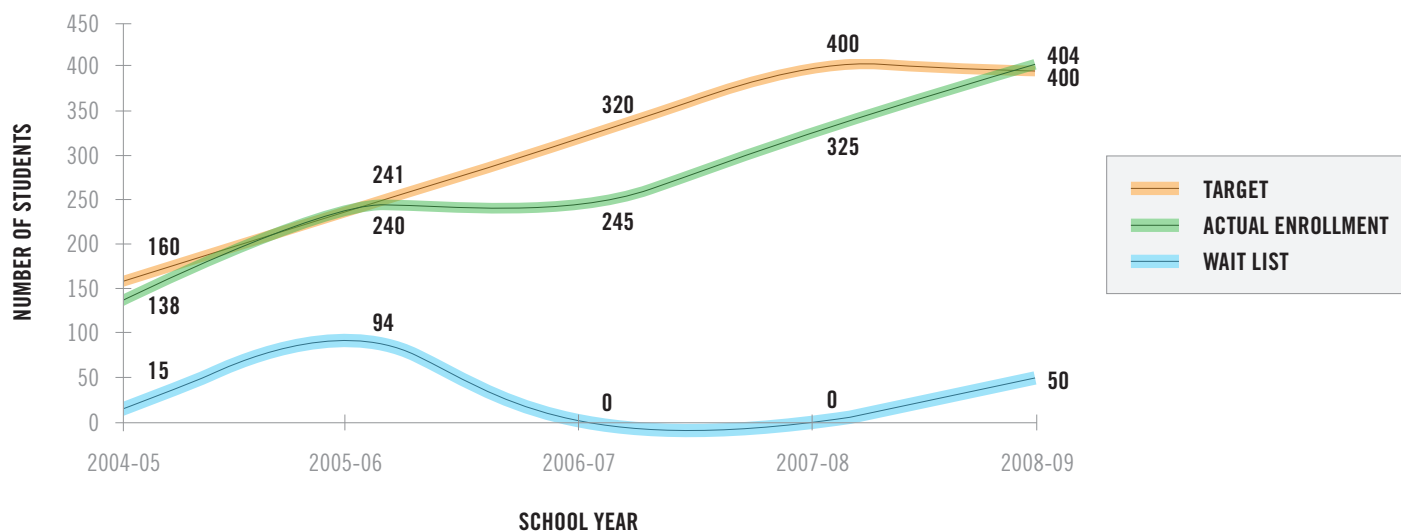
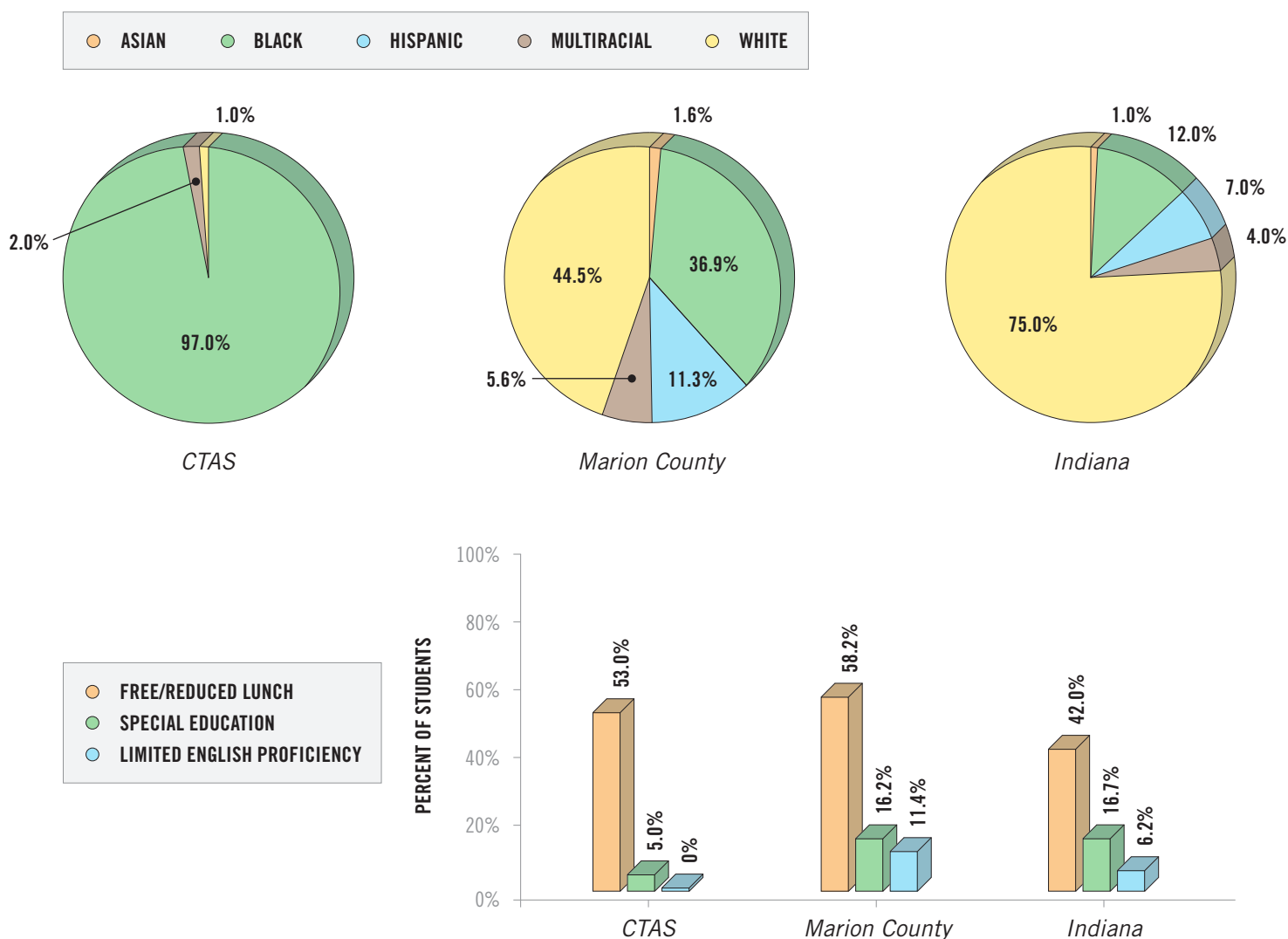
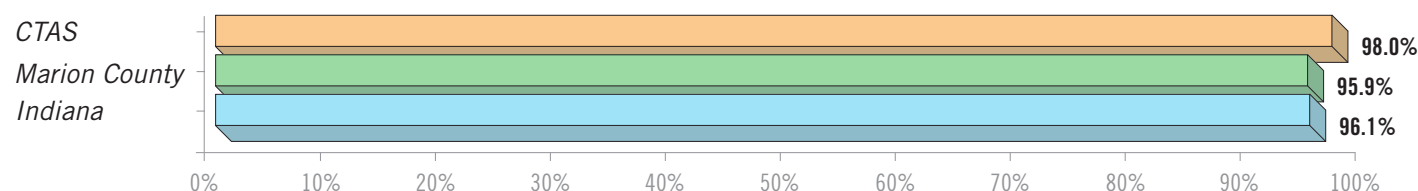


Figure B: Student Composition at CTAS



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Charles A. Tindley Accelerated School made AYP in 13 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	13 out of 13
2007	✓	13 out of 13
2006	✓	13 out of 13
2005	✗	10 out of 13



CTAS WAS ONE OF THREE PUBLIC HIGH SCHOOLS IN MARION COUNTY TO MAKE AYP IN 2008, SUCCESSFULLY ACHIEVING PROGRESS IN 13 OF 13 CATEGORIES.

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 4.6 percent in ISTEP+ pass rates and an overall pass rate of 82.1 percent to receive an 'Exemplary Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008	●				
2007	●				
2006		●			
2005					●

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

2008 GRADUATION RATE

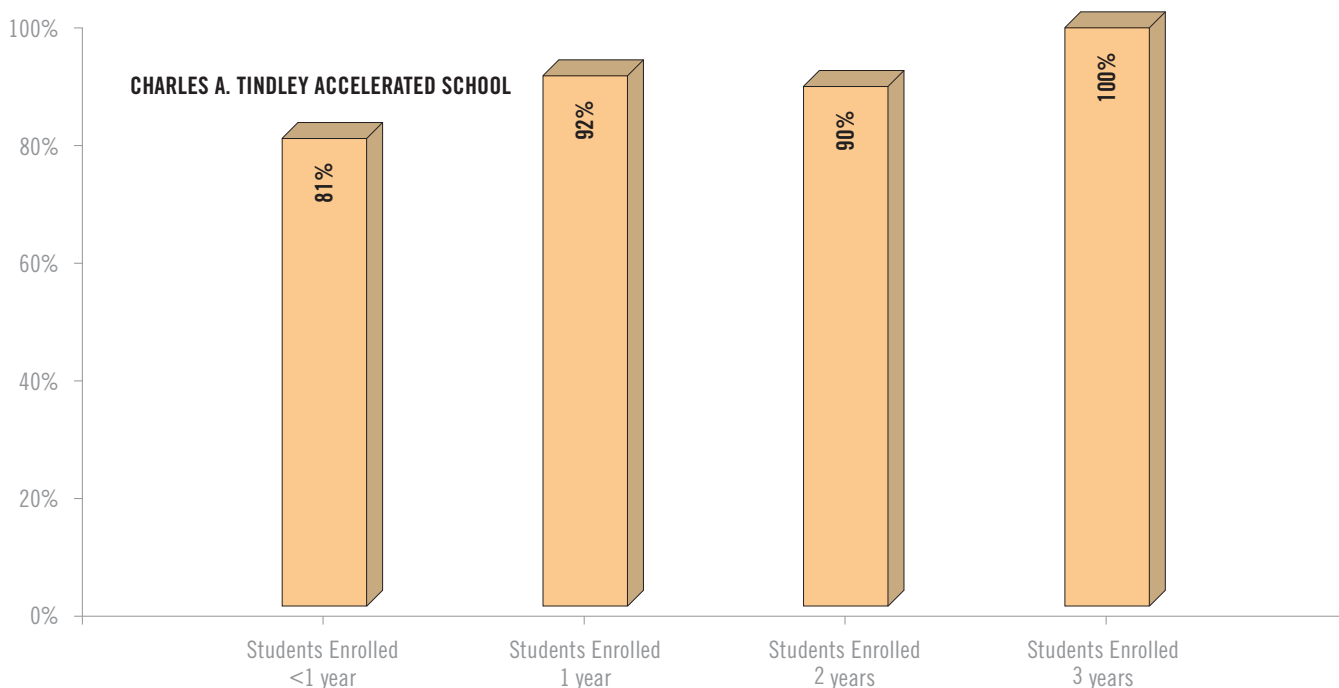
In 2008, the 4-year graduation rate at CTAS was 63.2%; 10.5% of the senior class re-enrolled at CTAS in 2009.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at CTAS who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

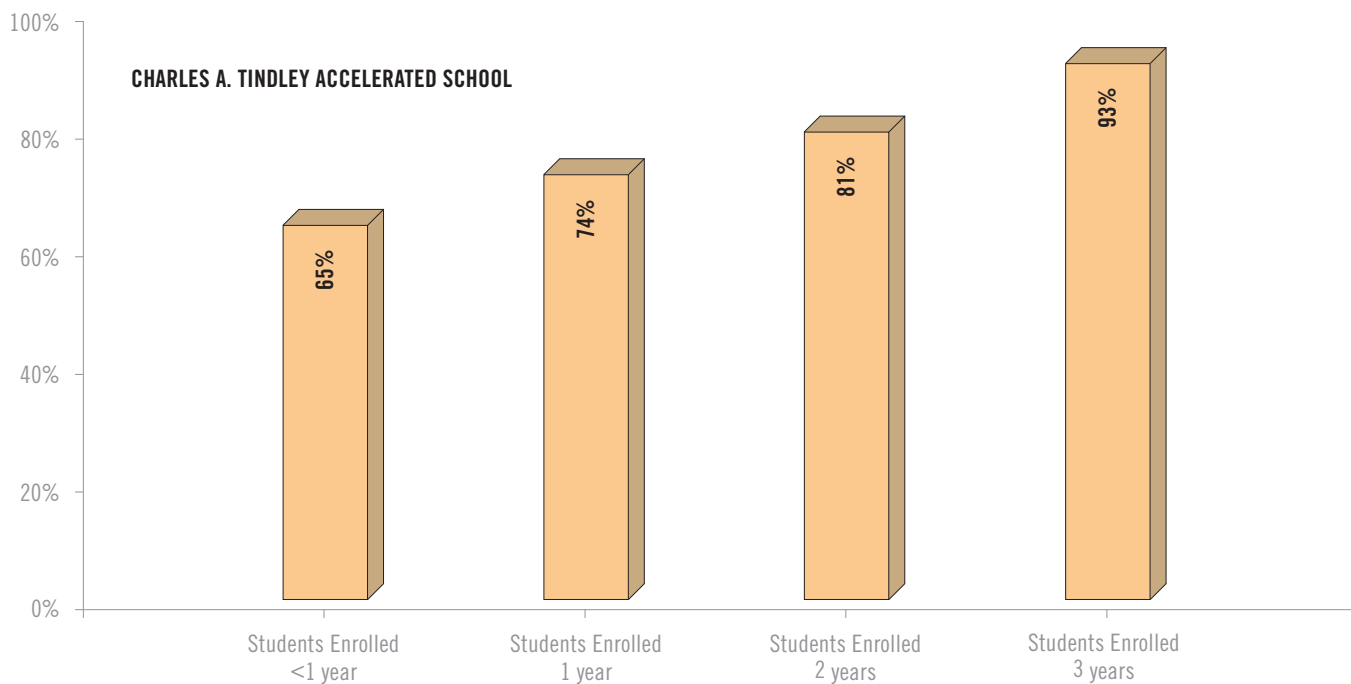
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at CTAS. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 81 percent of students who had been enrolled in CTAS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 92 percent of students who had been enrolled in CTAS for a full year passed the ISTEP+. Among students who had been enrolled for three years, 100 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 65 percent of students who had been enrolled in CTAS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 74 percent of students who had been enrolled in CTAS for a full year passed the ISTEP+. Among students who had been enrolled for three years, 93 percent passed ISTEP+.



CTAS WAS ONE OF SIX INDIANA SCHOOLS NAMED AS A MODEL FOR EARLY COLLEGE HIGH SCHOOL PROGRAMS BY THE UNIVERSITY OF INDIANAPOLIS.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not be determined what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, Figure J only includes data for the school's middle school students.

COMPARATIVE GAINS: HOW MUCH DID CTAS STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at CTAS with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where CTAS students gained ground, lost ground or stayed even compared to their peers.

Figure H: CTAS vs. Indiana Norms, Fall 2008 Through Spring 2009

	CTAS Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	CTAS GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	1.8	2.7		-0.9	
6th grade	1.3	4.0			-2.7
7th grade	1.1	3.0			-1.9
8th grade	2.7	2.0		0.7	
9th grade	2.2	1.0	1.2		
10th grade	2.4	1.0	1.4		
<i>Math</i>	3.6	5.5			-1.9
6th grade	4.9	7.0			-2.1
7th grade	3.7	6.0			-2.3
8th grade	3.3	5.0			-1.8
9th grade	0.7	3.0			-2.3
10th grade	3.0	3.0		0.0	
<i>Reading</i>	2.2	2.9		-0.7	
6th grade	3.7	4.0		-0.3	
7th grade	2.3	3.0		-0.7	
8th grade	2.2	3.0		-0.8	
9th grade	-1.0	1.0			-2.0
10th grade	0.3	1.0		-0.7	
TOTAL	2.5	3.7			-1.2

How to read this figure: For example, the first row under the Grade/Subject column is 6th grade language. The numbers in that row show that 6th grade students at CTAS made an average gain of 1.3 points, compared to 4.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 2.7 points lower. A rating of "stayed even" means there was no statistically significant difference between CTAS' average gains for the grade and subject and the average Indiana gains.

Figure I: CTAS vs. National Norms, Fall 2008 through Spring 2009

	CTAS Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	CTAS GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	1.8	2.9			-1.2
6th grade	1.3	4.0			-2.7
7th grade	1.1	3.0			-1.9
8th grade	2.7	3.0		-0.3	
9th grade	2.2	1.0	1.2		
10th grade	2.4	1.0	1.4		
Math	3.6	5.5			-1.9
6th grade	4.9	7.0			-2.1
7th grade	3.7	6.0			-2.3
8th grade	3.3	5.0			-1.8
9th grade	0.7	3.0			-2.3
10th grade	3.0	3.0		0.0	
Reading	2.2	3.1		-0.9	
6th grade	3.7	4.0		-0.3	
7th grade	2.3	3.0		-0.7	
8th grade	2.2	3.0		-0.8	
9th grade	-1.0	2.0			-3.0
10th grade	0.3	2.0			-1.7
TOTAL	2.5	3.9			-1.3

How to read this figure: For example, the first row under the Grade/Subject column is 6th grade language. The numbers in that row show that 6th grade students at CTAS made an average gain of 1.3 points, compared to 4.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.7 points lower. A rating of “stayed even” means there was no statistically significant difference between CTAS’ average gains for the grade and subject and the average US gains.



CTAS WAS RECOGNIZED BY THE STATE AS A TITLE I SCHOOL THAT EXHIBITED EXCEPTIONAL STUDENT PERFORMANCE AND IS CLOSING THE ACHIEVEMENT GAP.

SUFFICIENT GAINS: WHAT PROPORTION OF CTAS STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J displays the percentage of students across Mayor-sponsored charter schools that made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades 9 and higher.

Figure J: CTAS Achieving Sufficient Gains to Become Proficient Within Two Years

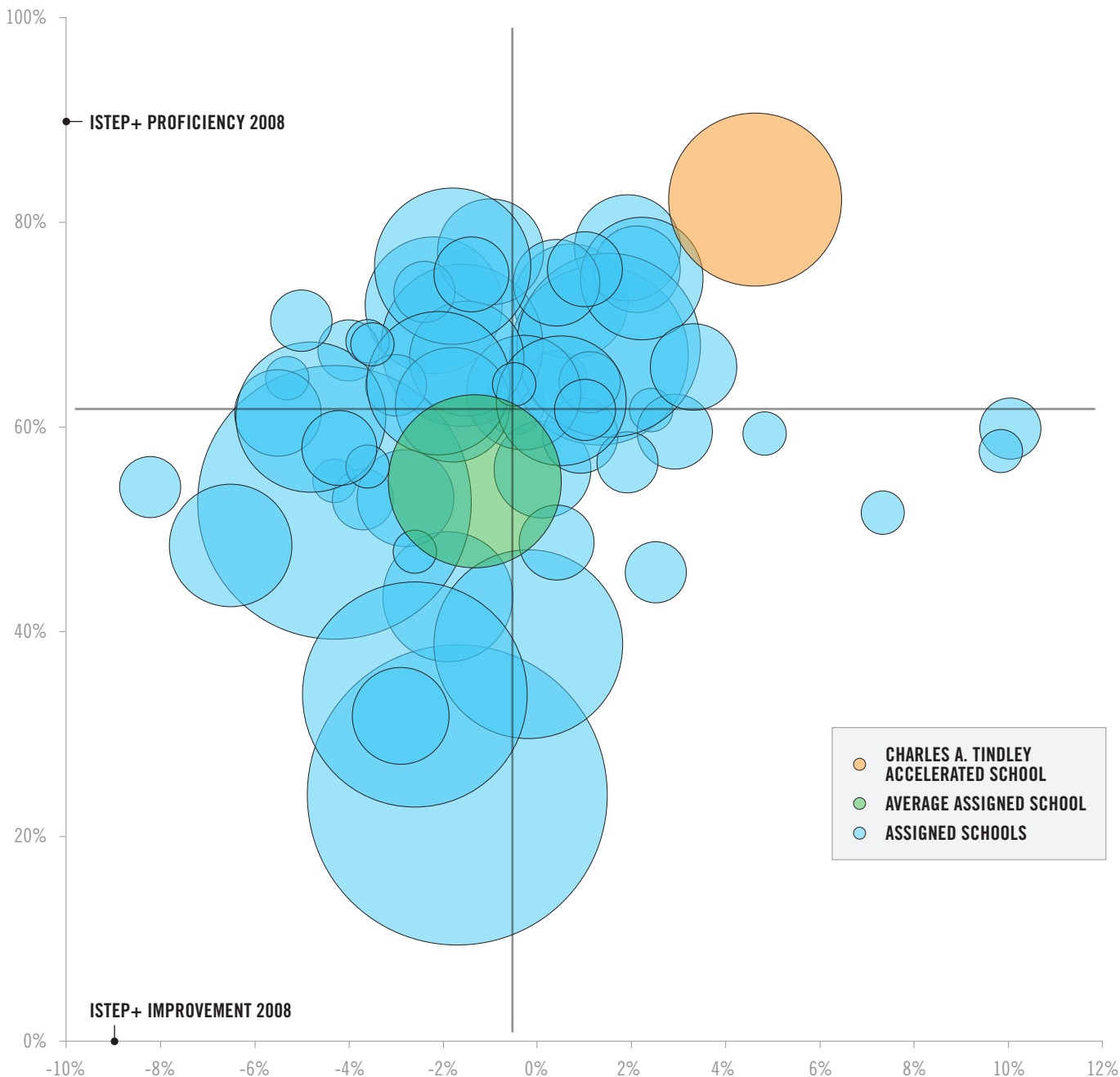


How to read this figure: For example, 6th grade math shows 72 percent. This means that at their current rate of progress, 72 percent of 6th graders enrolled at the Charles A. Tindley Accelerated School during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

IS CTAS OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of CTAS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. CTAS had a significantly higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, CTAS showed considerably more improvement than the average assigned schools.

Figure K: Performance of CTAS vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend CTAS. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of CTAS. The size of each blue bubble is proportional to the number of CTAS students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school has made significant improvements to its fiscal position, ending the school year with cash reserves and achieving a balanced budget. The ability of the school's Board and leadership to generate a substantial amount of private funding in order to restructure its facility debt contributed greatly to the school's positive financial condition. Financial management systems were also markedly improved by the mid-year addition of a part-time business manager and the support of an outside bookkeeping firm.
BOARD GOVERNANCE	The Board offers a diverse set of skills and expertise and demonstrates considerable personal and professional commitment to the school. Members are to be commended for raising substantial capital and creating innovative programs to further the school's mission. The Board is actively engaged in the operations of the school and share a collaborative, working relationship with staff. Members carefully follow official meeting protocol and comply with the state's Open Door Law.
LEADERSHIP	The administrative structure at the school is well-balanced, with innovative leaders from both business and academic backgrounds. The school's principal continues to establish a culture of excellence and high expectations for both students and staff. The administration made notable strides during 2008-2009, clarifying roles and responsibilities among members and improving challenges with organizational effectiveness noted in previous years.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, CTAS HAD BOTH A HIGHER PERCENTAGE OF STUDENTS PASSING THE ISTEP+ AND CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	87%
<i>Satisfied with...</i>	
Individual student attention	85%
Curriculum/academic program	91%
Class size	87%
Quality of teaching/instruction	84%
Opportunities for parent involvement	85%
School administration	87%
Teachers	85%
Services provided to students with special needs	36%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	80%
Return to this school	74%
OVERALL SATISFACTION	91%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	87%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	61%
Teacher autonomy in the classroom	78%
Level of teacher involvement in school decisions	52%
Evaluation of teacher performance	39%
Opportunities for professional development	52%
Curriculum/academic program	87%
<i>School improvement efforts are...</i>	
Focused on student learning	83%
Based on research evidence	78%
<i>The school's principal...</i>	
Tracks student progress	61%
Works directly with teachers to improve instruction	35%
Makes expectations clear	70%
Communicates a clear vision	83%
<i>Likely to...</i>	
Return to the school	70%
OVERALL SATISFACTION	70%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Charles A. Tindley Accelerated School satisfied its obligations in 2008-2009 in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations.

The Mayor's Office retained a team of experts to review the school's special education files. The team found that the vast majority of files were in compliance with legal standards and the requirements of the Mayor's Office. However, the school must better ensure and document appropriate parent notification of case conferences and required testing.

The school did not fully fulfill its reporting or compliance obligations to the Mayor's Office during the 2008-2009 school year. A part-time business manager was brought on mid-year and the school restructured compliance responsibilities among staff members. These changes led to notable improvements in the school's fulfillment of reporting requirements during the latter part of 2008-2009. The school continued to struggle with submitting teacher licenses and credentials in a timely manner, however.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE TEAM COMMENTS

The leadership and staff at CTAS are seen by families, students, and each other as highly committed, focused on students, knowledgeable, and always willing to help. The relationships teachers form with their students are seen by many as necessary for the academic and personal success of students. The academic program is strong because best practices are shared and implemented, and research and student performance data informs instruction. The early college program and the addition of several enrichment courses prepare students for life after high school. The culture of the school is strong.

The focus at the school is on the students and the opportunities they will have in the future. The school continues to improve in response to the needs of students. All constituents, including parents, are held accountable and expected to exceed the standards of a normal school to ensure that all students are successful.

The school continues to struggle with providing teachers adequate professional development and consistent evaluation. Teachers and school leaders continue to improve weaker areas of the curriculum, including time management, integration of 21st century skills, the early college curriculum, and the connection between class work, standardized assessment, and the outcomes of college life.



100% OF THE 2009 GRADUATING CLASS AT CTAS ENROLLED IN 2- OR 4-YEAR COLLEGES.



CHRISTEL HOUSE ACADEMY

GRADES SERVED IN 2008-2009: K-8
SCHOOL LEADER: CAREY DAHNCKE

CHRISTEL HOUSE ACADEMY (CHA) STRIVES TO EQUIP STUDENTS WITH THE DESIRE FOR LIFELONG LEARNING; STRENGTHEN THEIR CIVIC, ETHICAL AND MORAL VALUES; AND PREPARE THEM TO BE SELF-SUFFICIENT, CONTRIBUTING MEMBERS OF SOCIETY. THE SCHOOL'S GOAL IS TO PROVIDE OUTSTANDING EDUCATION TO A TRADITIONALLY UNDERSERVED POPULATION, ALLOWING ITS STUDENTS TO ACHIEVE THE ACADEMIC PROFICIENCY NECESSARY FOR HIGHER EDUCATION.

2009 CHARTER RENEWAL DECISION:
FULLY RENEWED, UNCONDITIONAL 7-YEAR CHARTER

Figure A: Historical Enrollment at CHA

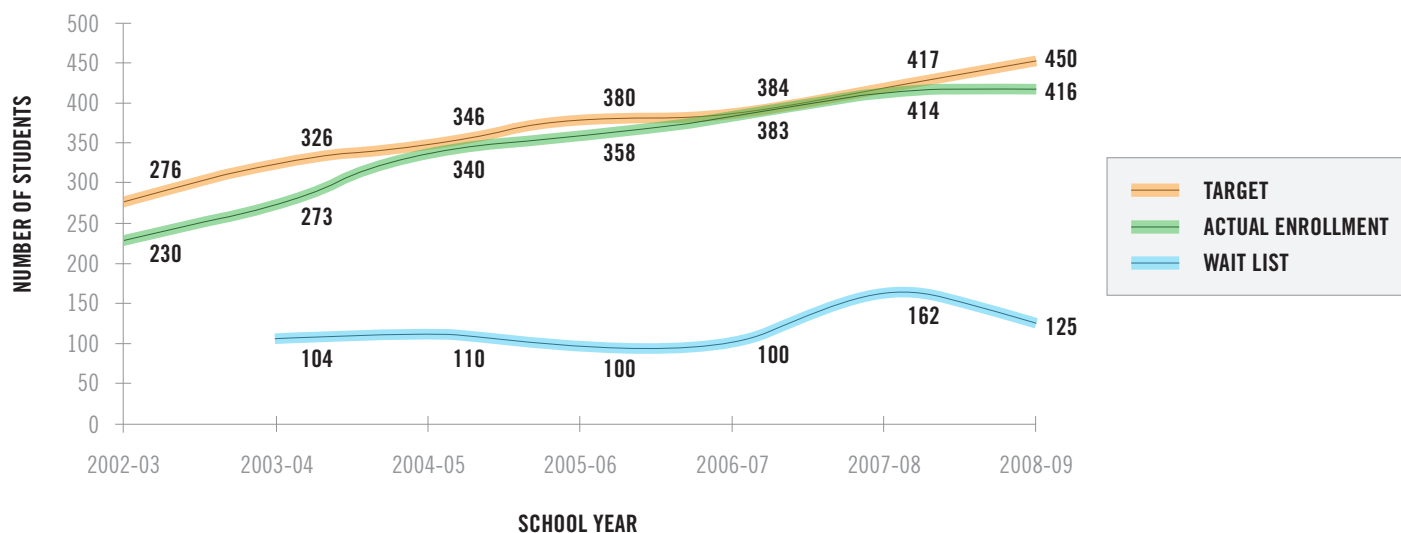
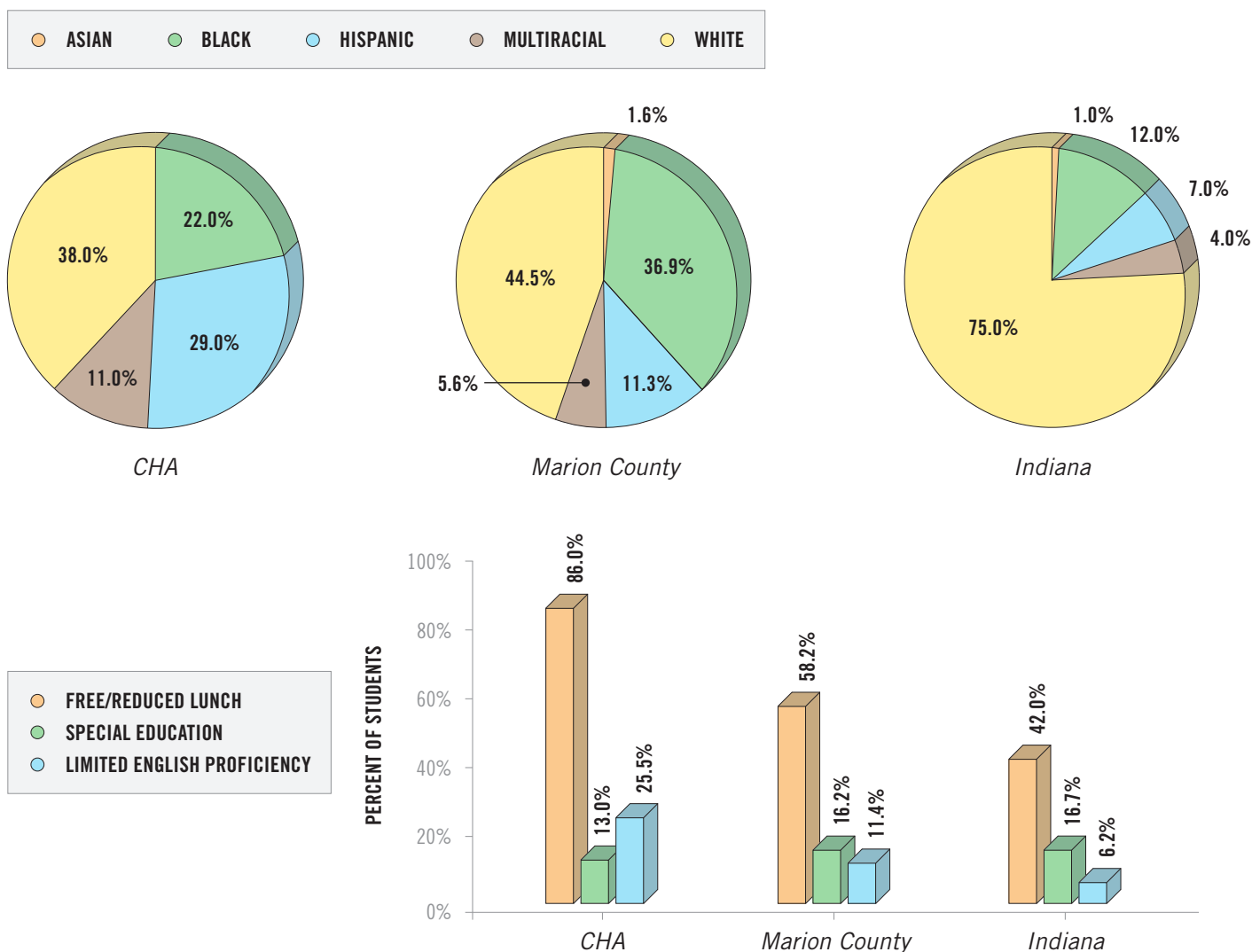
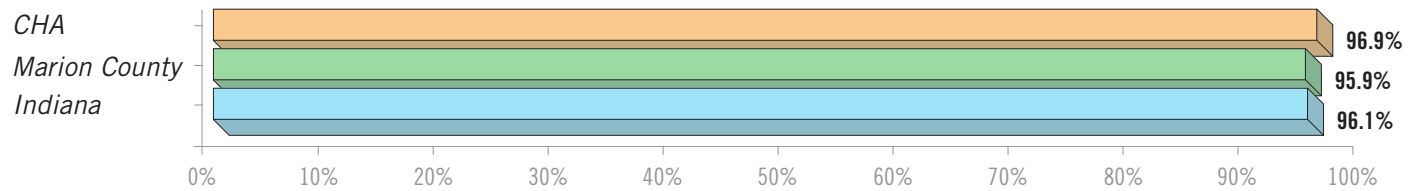


Figure B: Student Composition at CHA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

In 2008-2009, CHA made AYP in 27 out of 27 categories.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
Hispanic	✓	✓	✓	✓	
White	✓	✓	✓	✓	
Limited English Proficient	✓	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	
Special Education	✓	✓			

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	27 out of 27
2007	✓	29 out of 29
2006	✓	21 out of 21
2005	✓	17 out of 17
2004	✓	13 out of 13
2003	✓	4 out of 4

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 5.4 percent in ISTEP+ pass rates and an overall pass rate of 72.7 percent to receive an 'Exemplary Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008	●				
2007	●				
2006	●				
2005	●				

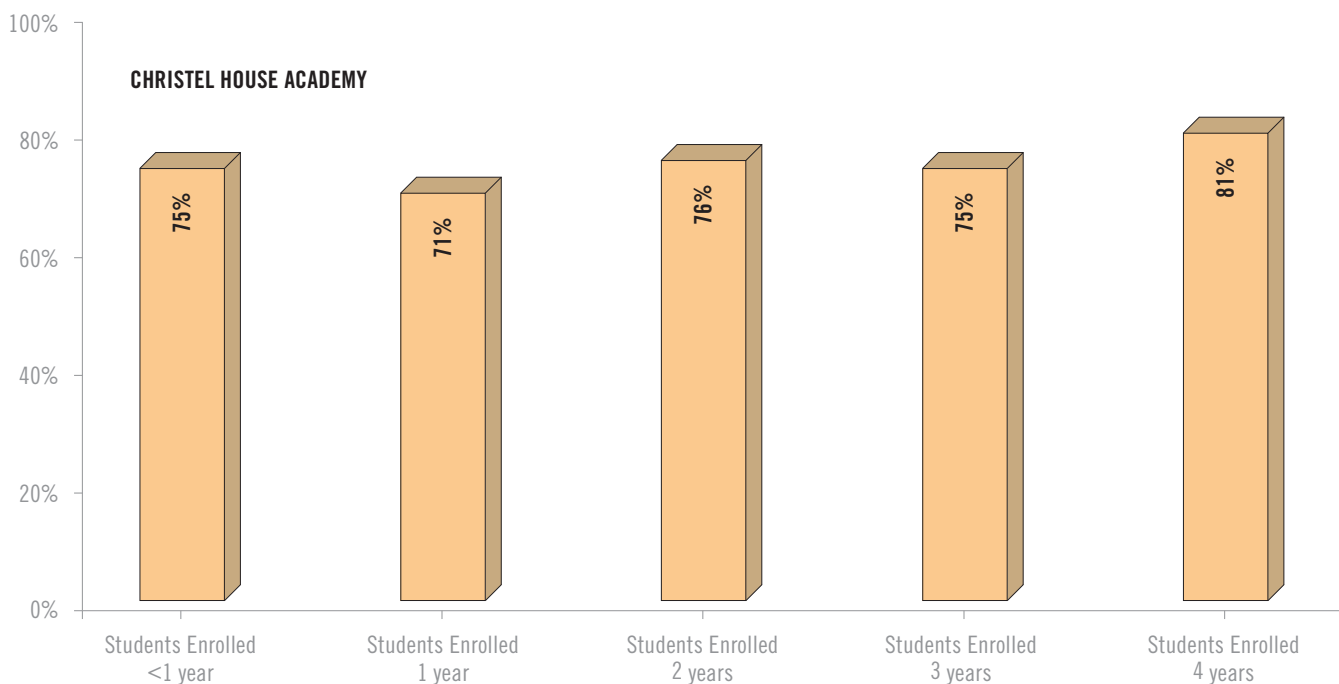
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at CHA who were proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

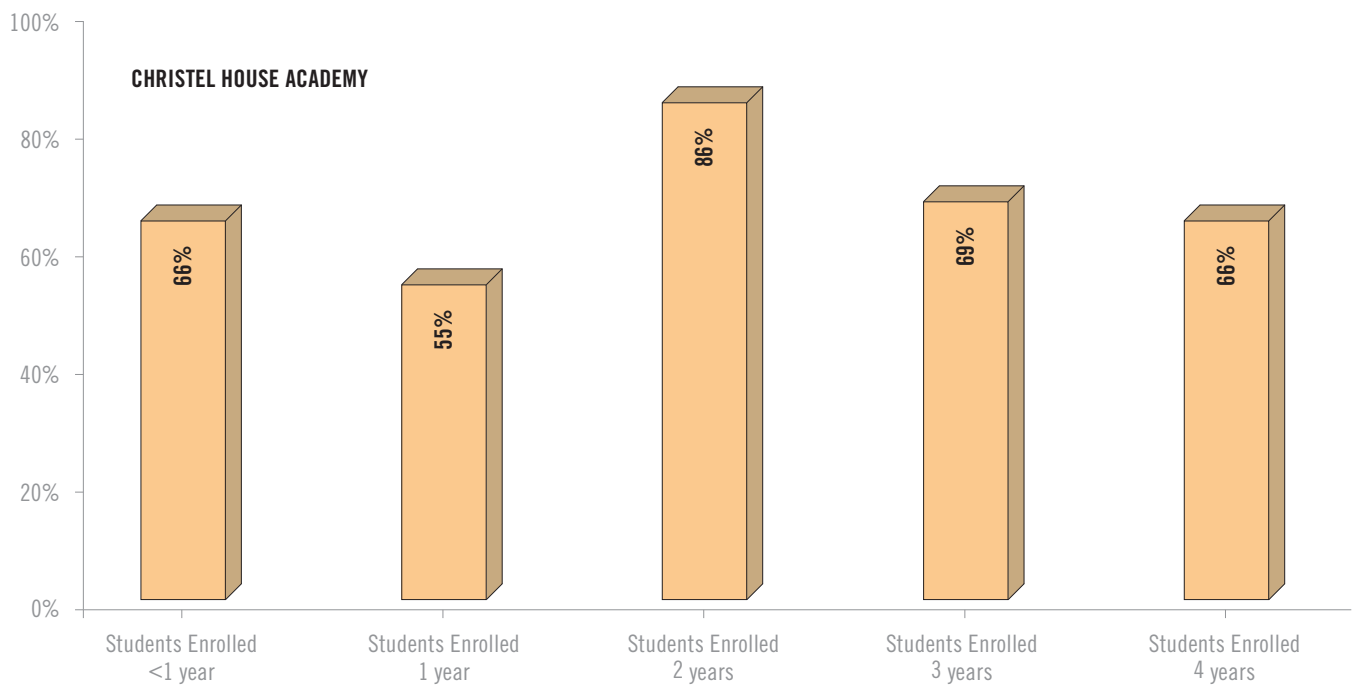
Figures F and G show how the percentage of students who passed state tests varies based on the length of time students were enrolled at CHA. These comparisons are not perfect indicators of how much individual students improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 75 percent of students who had been enrolled in CHA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 71 percent of students who had been enrolled in CHA for a full year passed the ISTEP+. Among students who had been enrolled for four years, 81 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 66 percent of students who had been enrolled in CHA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 55 percent of students who had been enrolled in CHA for a full year passed the ISTEP+. Among students who had been enrolled for four years, 66 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT CHA IMPROVED BY 5.4 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID CHA STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at CHA with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where CHA students gained ground, lost ground or stayed even compared to their peers. As these figures illustrate, students at CHA lost ground compared with the academic progress of peers in Indiana and across the country.

Figure H: CHA vs. Indiana Norms, Fall 2008 Through Spring 2009

	CHA Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	CHA GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	2.8	6.3			-3.5
2nd grade	8.8	14.0			-5.3
3rd grade	3.2	8.0			-4.8
4th grade	1.4	6.0			-4.6
5th grade	1.2	5.0			-3.8
6th grade	2.7	4.0			-1.3
7th grade	1.1	3.0			-1.9
8th grade	0.2	2.0			-1.8
Math	5.6	8.9			-3.3
2nd grade	8.5	14.0			-5.5
3rd grade	3.5	10.0			-6.5
4th grade	5.1	9.0			-3.9
5th grade	5.5	9.0			-3.5
6th grade	8.6	7.0	6.1		
7th grade	4.5	6.0			-1.5
8th grade	2.2	5.0			-2.8
Reading	3.9	6.1			-2.2
2nd grade	6.7	13.0			-6.3
3rd grade	6.7	8.0			-1.3
4th grade	3.2	7.0			-3.8
5th grade	4.4	6.0			-1.6
6th grade	1.4	4.0			-2.6
7th grade	2.4	3.0			
8th grade	2.5	3.0			
TOTAL	4.1	7.1			-3.1

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at CHA made an average gain of 8.8 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 5.3 points lower. A rating of "stayed even" means there was no statistically significant difference between CHA's average gains for the grade and subject and the average Indiana gains.

Figure I: CHA vs. National Norms, Fall 2008 Through Spring 2009

	CHA Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	CHA GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	2.8	6.6			-3.8
2nd grade	8.8	14.0			-5.3
3rd grade	3.2	9.0			-5.8
4th grade	1.4	6.0			-4.6
5th grade	1.2	5.0			-3.8
6th grade	2.7	4.0			-1.3
7th grade	1.1	3.0			-1.9
8th grade	0.2	3.0			-2.8
<i>Math</i>	5.6	9.1			-3.5
2nd grade	8.5	14.0			-5.5
3rd grade	3.5	11.0			-7.5
4th grade	5.1	9.0			-3.9
5th grade	5.5	9.0			-3.5
6th grade	8.6	7.0	1.6		
7th grade	4.5	6.0			-1.5
8th grade	2.2	5.0			-2.8
<i>Reading</i>	3.9	6.1			-2.2
2nd grade	6.7	13.0			-6.3
3rd grade	6.7	9.0			-2.3
4th grade	3.2	7.0			-3.8
5th grade	4.4	5.0		-0.6	
6th grade	1.4	4.0			-2.6
7th grade	2.4	3.0		-0.6	
8th grade	2.5	3.0		-0.5	
TOTAL	4.1	7.3			-3.2

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at CHA made an average gain of 8.8 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 5.3 points lower. A rating of “stayed even” means there was no statistically significant difference between CHA’s average gains for the grade and subject and the average Indiana gains.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, CHA HAD BOTH A HIGHER PERCENTAGE OF STUDENTS PASSING THE ISTEP+ AND MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.



SUFFICIENT GAINS: WHAT PROPORTION OF CHA STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains.

Figure J displays the percentage of students at Christel House that made sufficient gains within each subject and grade.

Figure J: CHA Students Achieving Sufficient Gains to Become Proficient Within Two Years



How to read this figure: For example, 2nd grade math shows 45 percent. This means that at their current rate of progress, 45 percent of 2nd graders enrolled at the Christel House Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.



THE INDIANA DEPARTMENT OF EDUCATION RECOGNIZED CHA AS ONE OF ONLY THREE MARION COUNTY PUBLIC SCHOOLS THAT HAVE MADE AYP EVERY YEAR SINCE THE RATING HAS BEEN ISSUED.

IS CHA OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of CHA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. CHA had a higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, CHA showed more improvement than the average assigned schools.

Figure K: Performance of CHA vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend CHA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of CHA. The size of each blue bubble is proportional to the number of CHA students who would have attended the school.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 1 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

Ratings From Charter Renewal Review	Renewal Finding
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	EXCEEDS STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	MEETS STANDARD

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	Findings
FISCAL HEALTH	The school is in sound fiscal health, benefiting considerably from the operational and financial support provided by Christel House International. The school has an effective financial management system in place, achieved a balanced budget, and fulfilled its financial reporting requirements.
BOARD GOVERNANCE	The Board has maintained stable, high-quality membership, comprised of members with a diverse range of professional expertise. Board members are engaged in all aspects of school operations and provide competent stewardship and oversight. Parent participation and feedback are welcomed at Board meetings, which are conducted in compliance with Open Door Laws.
LEADERSHIP	The school's administration possesses considerable academic and business expertise. The administration is effectively organized, with clearly defined roles and responsibilities among members. The school's principal is committed to continuous improvement and is responsive to the needs of students, staff, and parents. The school has benefited from his creativity, talent, and leadership.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	91%
<i>Satisfied with...</i>	
Individual student attention	89%
Curriculum/academic program	95%
Class size	88%
Quality of teaching/instruction	89%
Opportunities for parent involvement	94%
School administration	91%
Teachers	89%
Services provided to students with special needs	68%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	91%
Return to this school	98%
OVERALL SATISFACTION	93%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	100%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	94%
Teacher autonomy in the classroom	94%
Level of teacher involvement in school decisions	88%
Evaluation of teacher performance	76%
Opportunities for professional development	88%
Curriculum/academic program	100%
<i>School improvement efforts are...</i>	
Focused on student learning	100%
Based on research evidence	97%
<i>The school's principal...</i>	
Tracks student progress	91%
Works directly with teachers to improve instruction	73%
Makes expectations clear	91%
Communicates a clear vision	94%
<i>Likely to...</i>	
Return to the school	91%
OVERALL SATISFACTION	97%

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 2 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
2.1. Is the school in sound fiscal health?	MEETS STANDARD
2.2. Are the school's student enrollment, attendance and retention rates strong?	MEETS STANDARD
2.3. Is the school's Board active and competent in its oversight?	MEETS STANDARD
2.4. Is there a high level of parent satisfaction with the school?	MEETS STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	MEETS STANDARD

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Christel House Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. The school executed compliance related activities in a timely manner, submitting required materials on time and maintaining an orderly compliance binder.

The Mayor's Office retained a team of experts to conduct a review the school's special education files as a part of the charter renewal process. Based on the evidence collected during the special education file review, the school is properly maintaining special education files. Individualized education plans are up-to-date and files contain the relevant required information. However, the school received notification of noncompliance for 2008-2009 from the IDOE's Division of Exceptional Learners (DEL) on Indicator 11; this indicator refers to students receiving an evaluation within 50 days of identification. The school was instructed to immediately correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 3 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	MEETS STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	MEETS STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	MEETS STANDARD
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	MEETS STANDARD

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 4 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MEETS STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MEETS STANDARD
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	NOT APPLICABLE
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MEETS STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	MEETS STANDARD
4.6. Is the school's mission clearly understood by all stakeholders?	MEETS STANDARD
4.7. Is the school climate conducive to student and staff success?	MEETS STANDARD
4.8. Is ongoing communication with students and parents clear and helpful?	MEETS STANDARD



DECATUR DISCOVERY ACADEMY

GRADES SERVED IN 2008-2009: 7-12
SCHOOL LEADER: KEVIN LEINEWEBER

DECATUR DISCOVERY ACADEMY (DDA) SEEKS TO PROVIDE A NON-TRADITIONAL ENVIRONMENT IN WHICH STUDENTS LEARN THROUGH EXPERIENTIAL AND INQUIRY APPROACHES AND STRONG PERSONAL RELATIONSHIPS WITH TEACHERS. USING THE EXPEDITIONARY LEARNING OUTWARD BOUND MODEL, THE SCHOOL ATTEMPTS TO WORK WITH STUDENTS INDIVIDUALLY TO ENSURE THAT THEY GRADUATE FROM HIGH SCHOOL AND PURSUE POST-SECONDARY EDUCATIONAL OPPORTUNITIES.

Figure A: Historical Enrollment at DDA

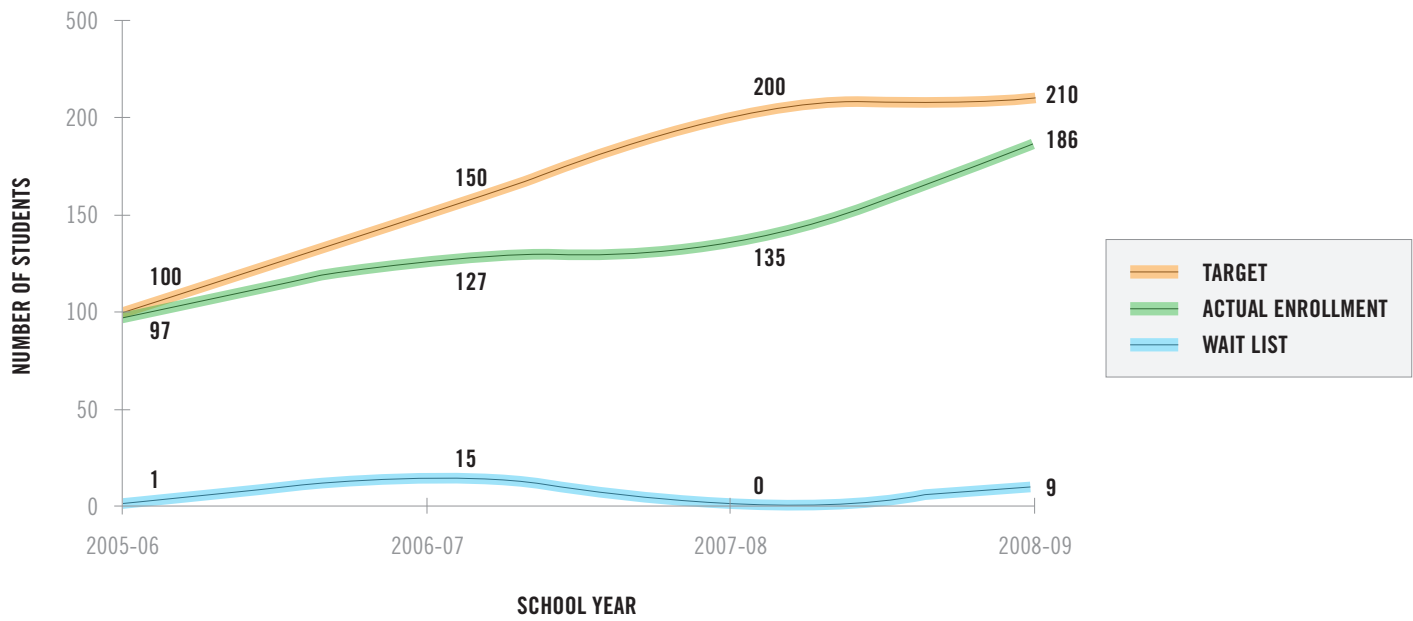
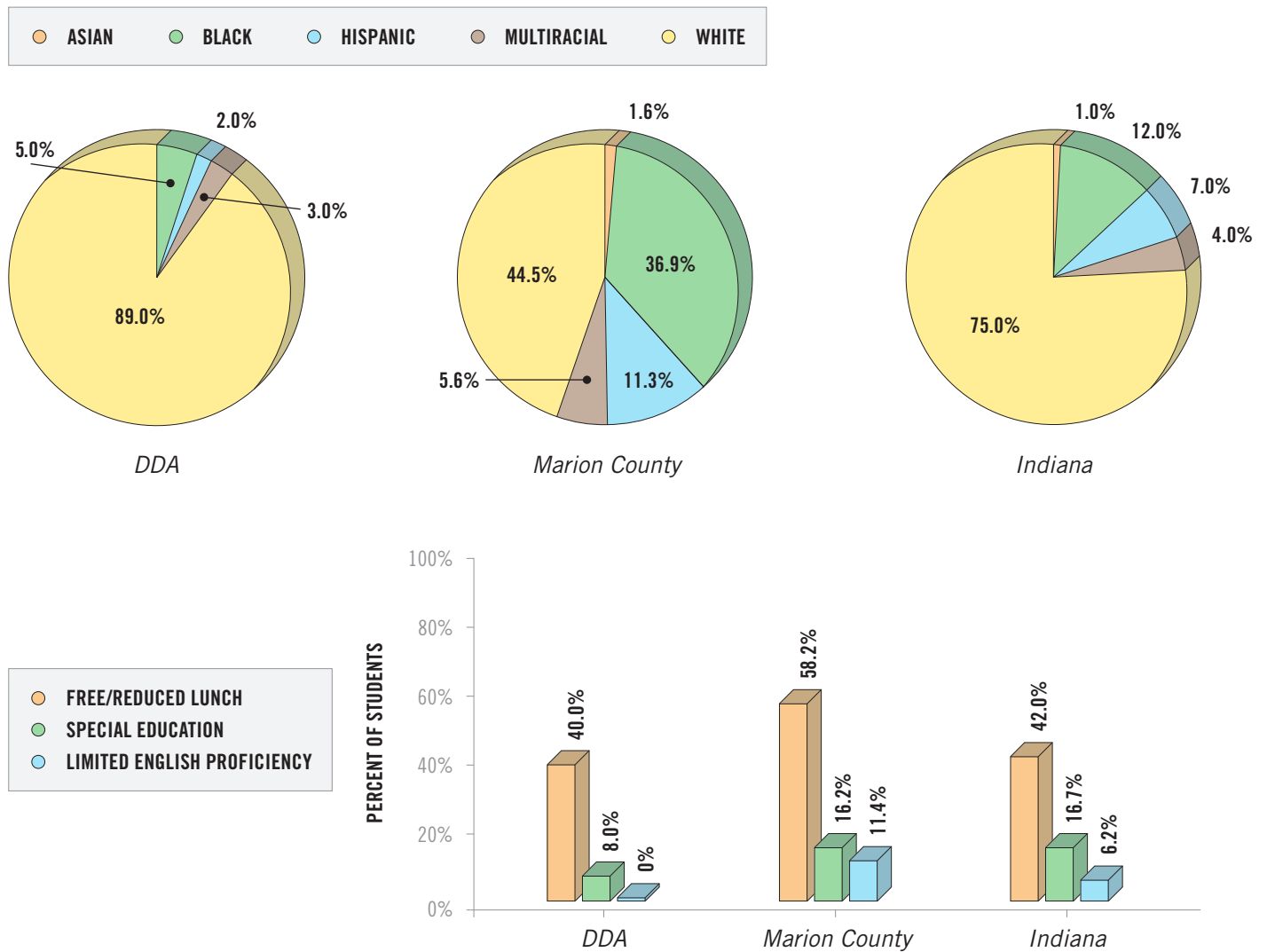
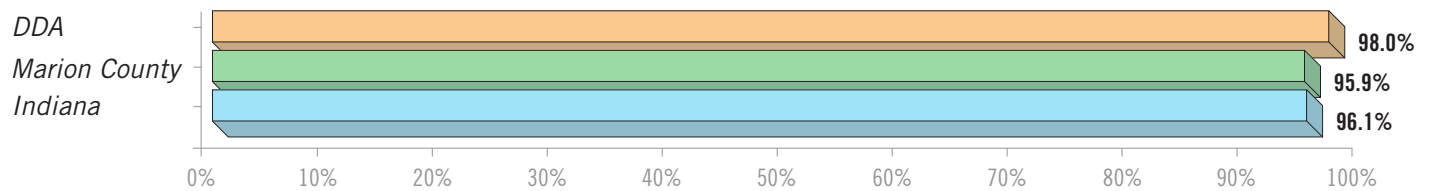


Figure B: Student Composition at DDA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Decatur Discovery Academy made AYP in 0 out of 5 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	X	X	X	X	X

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	X	0 out of 5
2007	X	2 out of 9
2006	X	2 out of 5

PUBLIC LAW 221

In 2008, the school demonstrated a decline of -1.9 percent in ISTEP+ pass rates and an overall pass rate of 33.3 percent to receive an 'Academic Probation' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008					●
2007					●
2006					●

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

Because DDA served students in grades 7-8 for the first time in 2008-2009, analyzing ISTEP+ proficiency by the time in school would have resulted in a grade level proficiency instead of proficiency by time in school. Thus, Figures F & G are not provided.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID DDA STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at DDA with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where DDA students gained ground, lost ground or stayed even compared to their peers.

Figure H: DDA vs. Indiana Norms, Fall 2008 through Spring 2009

	DDA Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	DDA GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	2.3	2.0		0.3	
7th grade	2.4	3.0		-0.6	
8th grade	1.0	2.0			-1.0
9th grade	3.0	1.0	2.0		
10th grade	3.2	1.0	2.2		
<i>Math</i>	0.8	4.5			-3.7
7th grade	0.2	6.0			-5.8
8th grade	0.3	5.0			-4.7
9th grade	0.5	3.0			-2.5
10th grade	3.1	3.0		0.1	
<i>Reading</i>	-1.0	2.3			-3.2
7th grade	0.6	3.0			-2.4
8th grade	-1.9	3.0			-4.9
9th grade	-2.1	1.0			-3.1
10th grade	-1.8	1.0			-2.8
TOTAL	0.7	3.0			-2.2

How to read this figure: For example, the first row under the Grade/Subject column is 7th grade language. The numbers in that row show that 7th grade students at DDA made an average gain of 2.4 points, compared to 3.0 points for the average Indiana student. These students "stayed even" compared to the average Indiana student because there was no statistically significant difference between DDA's average gains for this grade and subject and the average Indiana gains.

Figure I: DDA vs. National Norms, Fall 2008 through Spring 2009

	DDA Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	DDA GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	2.3	2.2		0.1	
7th grade	2.4	3.0		-0.6	
8th grade	1.0	3.0			-2.0
9th grade	3.0	1.0	2.0		
10th grade	3.2	1.0	2.2		
<i>Math</i>	0.8	4.5			-3.7
7th grade	0.2	6.0			-5.8
8th grade	0.3	5.0			-4.7
9th grade	0.5	3.0			-2.5
10th grade	3.1	3.0		0.1	
<i>Reading</i>	-1.0	2.6			-3.6
7th grade	0.6	3.0			-2.4
8th grade	-1.9	3.0			-4.9
9th grade	-2.1	2.0			-4.1
10th grade	-1.8	2.0			-3.8
TOTAL	0.7	3.2			-2.4

How to read this figure: For example, the first row under the Grade/Subject column is 7th grade language. The numbers in that row show that 7th grade students at DDA made an average gain of 2.4 points, compared to 3.0 points for the average US student. These students “stayed even” compared to the average Indiana student because there was no statistically significant difference between DDA’s average gains for this grade and subject and the average US gains.



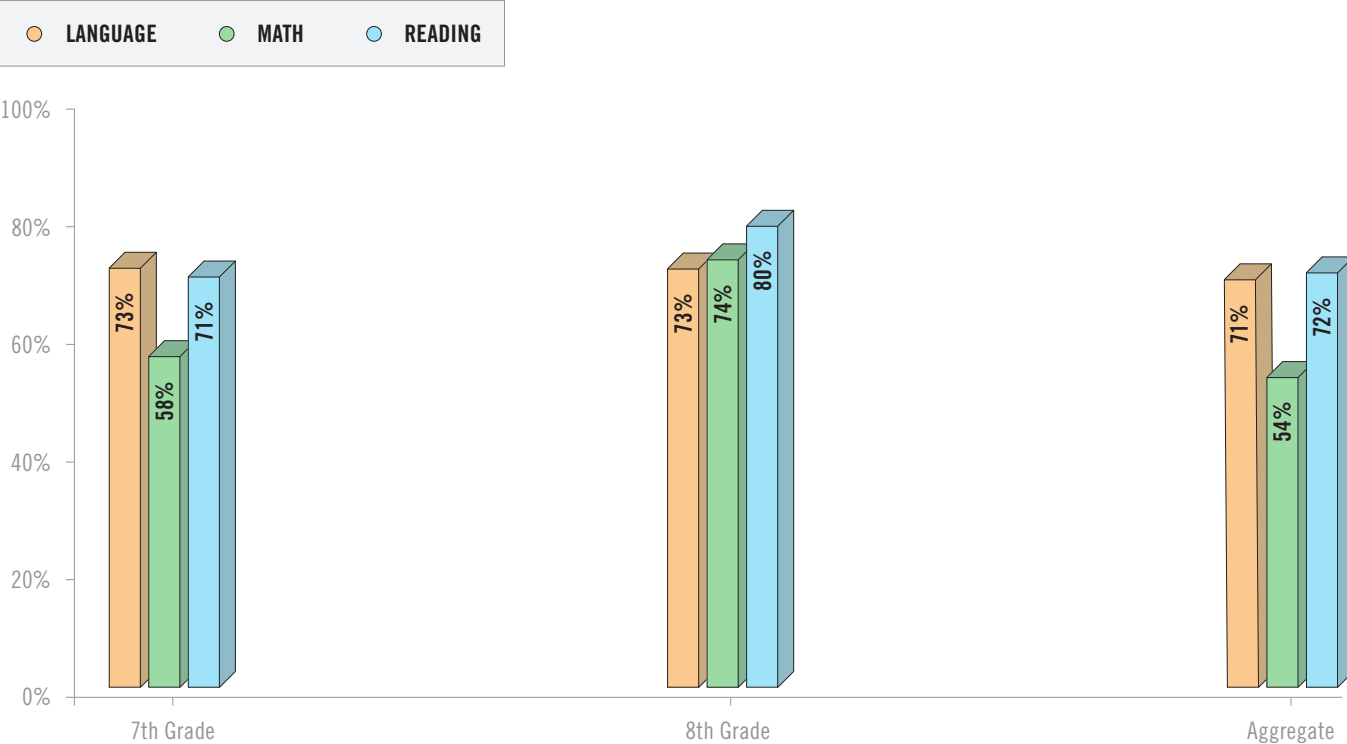
THE ATTENDANCE RATE AT DDA WAS HIGHER THAN BOTH THE COUNTY AND THE STATE.



SUFFICIENT GAINS: WHAT PROPORTION OF DDA STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. Figure J displays the percentage of students at DDA that made sufficient gains within each subject and grade.

Figure J: DDA Students Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 7th grade math shows 58 percent. This means that at their current rate of progress, 58 percent of 7th graders enrolled at the Decatur Discovery Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

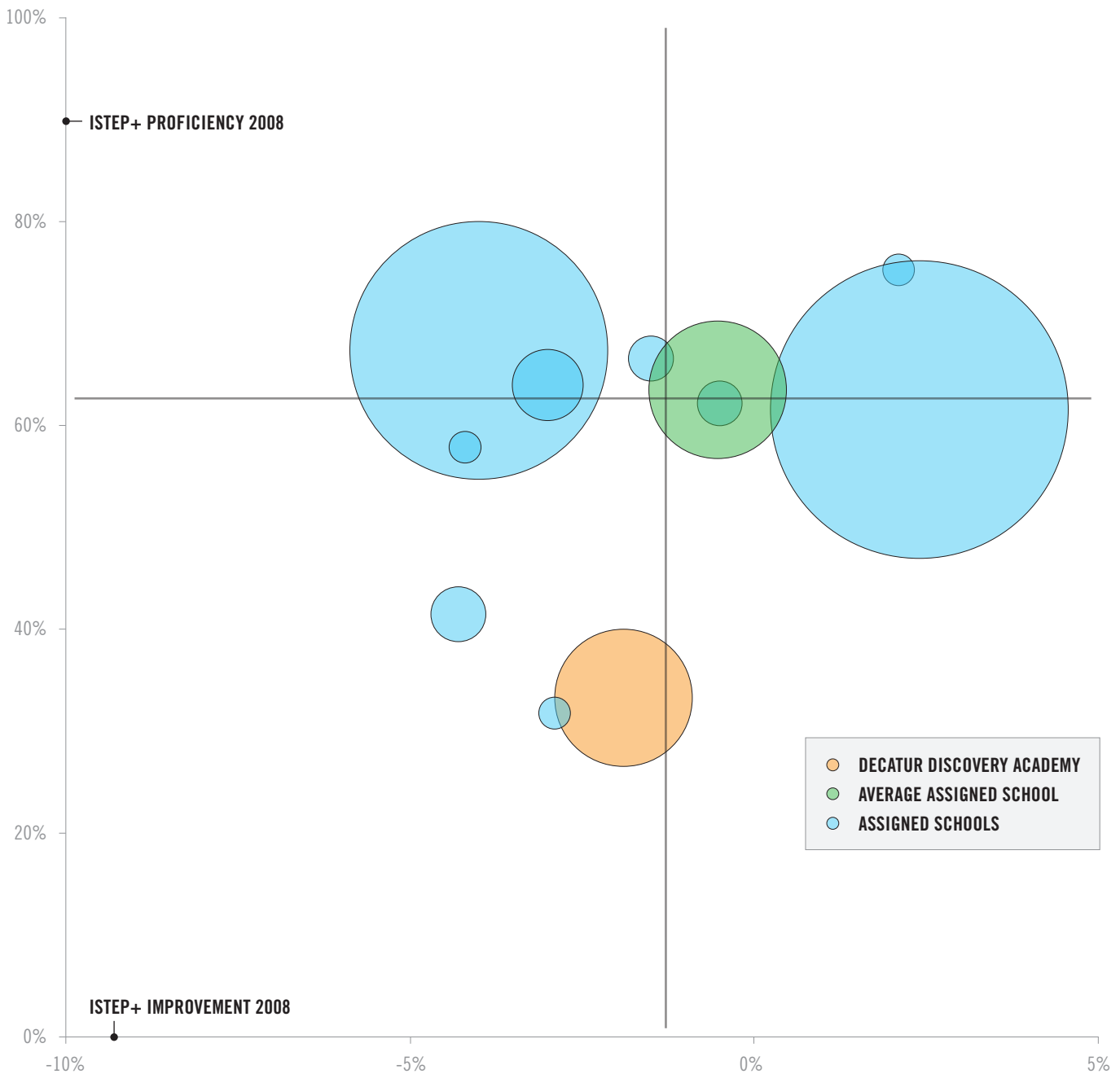


A GROUP OF 67 SEVENTH AND EIGHTH GRADE DDA STUDENTS PUBLISHED A 566-PAGE ANTHOLOGY, TITLED “THAT A MAN CAN STAND: THE EVOLUTION OF A NATION”, OF STORIES AND BLOGS ABOUT LIFE IN COLONIAL AMERICA.

IS DDA OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of DDA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. DDA had a significantly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, DDA showed less improvement than the average assigned schools.

Figure K: Performance of DDA vs. Assigned Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend DDA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of DDA. The size of each blue bubble is proportional to the number of DDA students who would have attended the school.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	DOES NOT MEET STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	APPROACHING STANDARD
1.3. Is the school outperforming schools that the students would have been assigned to attend?	NOT EVALUATED¹
1.4. Is the school meeting its school-specific educational goals?	NOT APPLICABLE²

¹ The school was not evaluated in comparison to schools students would have attended.

² The school did not have school-specific goals that were evaluated for the FYCR.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily in 2008-2009 with no significant problems. The school received significant financial management support from the Metropolitan School District of Decatur Township. The school's State Board of Accounts (SBOA) examination (covering the period of July 1, 2006 to June 30, 2008) outlined a few findings all of which are deemed minor. The school's response to the SBOA's findings was included in the official audit report. The school's official response suggests the school will rectify these findings.
BOARD GOVERNANCE	The Board frequently requests staff and student feedback as evidenced by presentations regularly made by these groups at Board meetings. Board turnover in the 2008-2009 school year was very minimal. The Board's commitment to continuous improvement focused on a clearer delineation of its roles and responsibilities.
LEADERSHIP	The school's leadership has remained stable for the past four years. The school also receives leadership support from the Metropolitan School District of Decatur Township.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	77%
<i>Satisfied with...</i>	
Individual student attention	88%
Curriculum/academic program	90%
Class size	90%
Quality of teaching/instruction	84%
Opportunities for parent involvement	89%
School administration	90%
Teachers	90%
Services provided to students with special needs	58%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	81%
Return to this school	78%
OVERALL SATISFACTION	90%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	80%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	80%
Teacher autonomy in the classroom	80%
Level of teacher involvement in school decisions	80%
Evaluation of teacher performance	90%
Opportunities for professional development	90%
Curriculum/academic program	90%
<i>School improvement efforts are...</i>	
Focused on student learning	90%
Based on research evidence	70%
<i>The school's principal...</i>	
Tracks student progress	80%
Works directly with teachers to improve instruction	60%
Makes expectations clear	90%
Communicates a clear vision	80%
<i>Likely to...</i>	
Return to the school	80%
OVERALL SATISFACTION	90%

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
2.1. Is the school in sound fiscal health?	MEETS STANDARD
2.2. Are the school's student enrollment, attendance and retention rates strong?	DOES NOT MEET STANDARD
2.3. Is the school's Board active and competent in its oversight?	APPROACHING STANDARD
2.4. Is there a high level of parent satisfaction with the school?	MEETS STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	MEETS STANDARD
2.6. Is the school meeting its school-specific organizational and management performance goals?	NOT APPLICABLE ³

³ The school did not have school-specific goals that were evaluated for the FYCR.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Decatur Discovery Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems did not indicate any significant concerns related to these obligations. The school also generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE).

The school received notification of noncompliance on Indicator 13 from the IDOE's Division of Exceptional Learners (DEL) for 2008-2009; this indicator refers to the percent of youth aged 14 and above whose Individualized Education Plan included coordinated, measurable, annual goals and transition services that will enable the student to meet post-secondary goals. The school was instructed to immediately work to correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	MEETS STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	APPROACHING STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	APPROACHING STANDARD
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	NOT EVALUATED⁴

⁴ The school was not evaluated on access and services to students with limited English proficiency.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For schools in their fourth year of operation, including DDA, site teams conducted a rigorous, three day visit that culminated in a summative evaluation indicating where each of the schools stood in relation to standards specified in the Performance Framework. The detailed Fourth-Year Reviews for each school are available on the Mayor's charter school website at www.indy.gov/mayor/charter.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 4 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	DOES NOT MEET STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	APPROACHING STANDARD
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MEETS STANDARD
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	DOES NOT MEET STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	APPROACHING STANDARD
4.6. Is the school's mission clearly understood by all stakeholders?	MEETS STANDARD
4.7. Is the school climate conducive to student and staff success?	MEETS STANDARD
4.8. Is ongoing communication with students and parents clear and helpful?	MEETS STANDARD



FALL CREEK ACADEMY

GRADES SERVED IN 2008-2009: K-12
SCHOOL LEADER: ANITA SILVERMAN

THE MISSION OF FALL CREEK ACADEMY (FCA) IS TO PROVIDE AN EDUCATIONAL PROGRAM THAT COMBINES INNOVATIVE TECHNOLOGY-BASED LEARNING, SMALL GROUP INSTRUCTION, AND PROJECT-BASED LEARNING TO ALLOW STUDENTS TO LEARN AT THEIR OWN PACE AND ENABLE TEACHERS TO PROVIDE STUDENTS WITH MORE INDIVIDUALIZED ATTENTION. THE SCHOOL STRIVES FOR STUDENT GROWTH IN CHARACTER DEVELOPMENT, ACADEMICS, LIFE SKILLS, THE ARTS, AND WELLNESS.

2009 CHARTER RENEWAL DECISION:
CONDITIONAL 2-YEAR EXTENSION OF EXISTING CHARTER

Figure A: Historical Enrollment at FCA

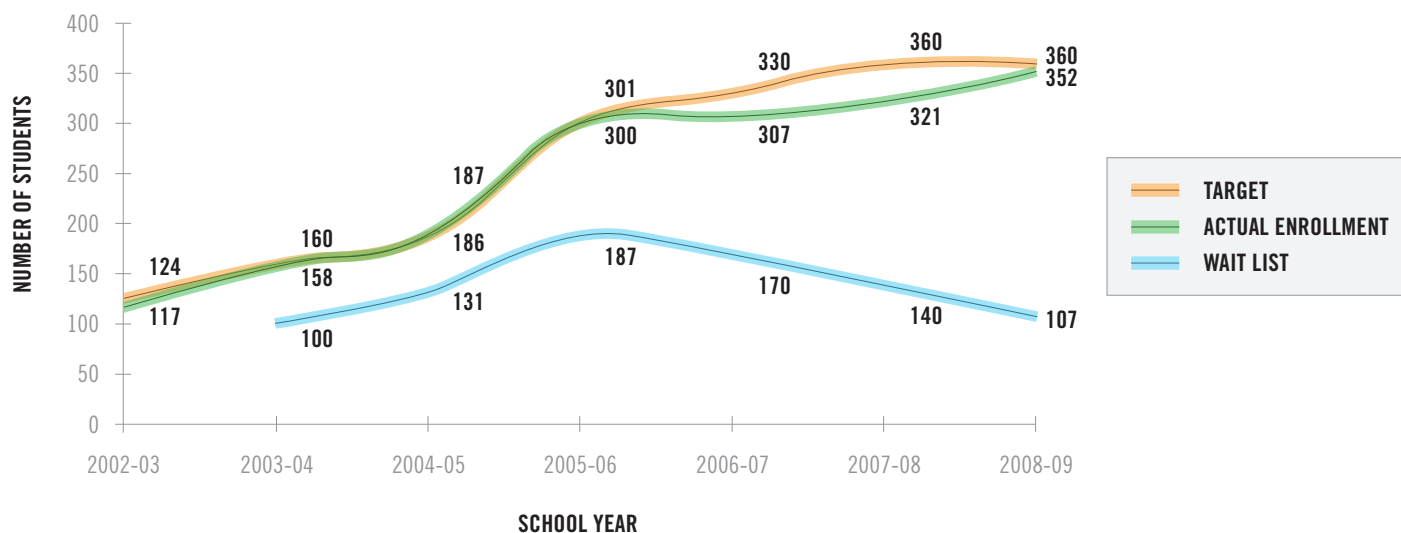
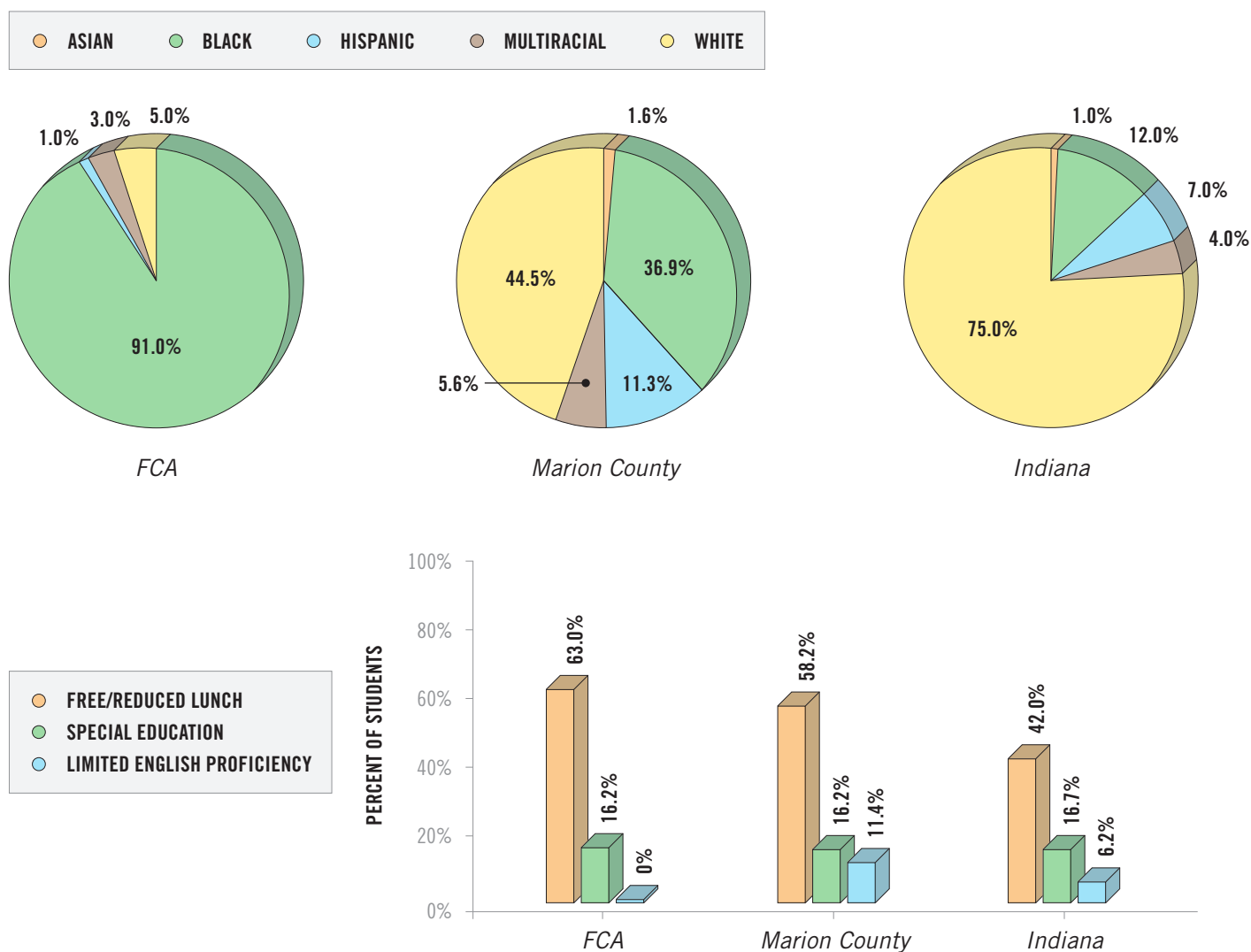
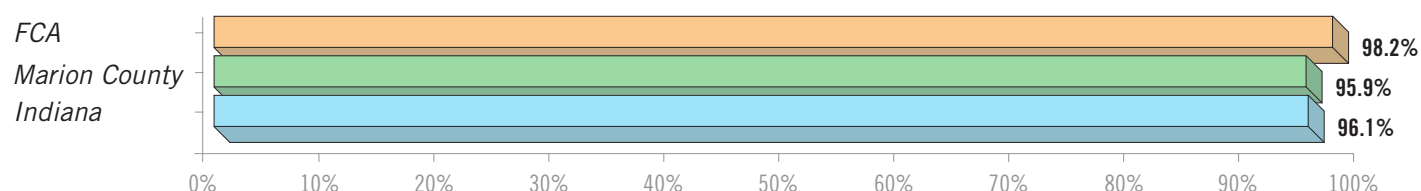


Figure B: Student Composition at FCA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Fall Creek Academy made AYP in 10 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✓	✓	✓	✓
Black	✗	✓	✓	✓	
Reduced Lunch	✗	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	10 out of 13
2007	✗	14 out of 15
2006	✗	11 out of 17
2005	✗	9 out of 11
2004	✓	7 out of 7

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 7.4 percent in ISTEP+ pass rates and an overall pass rate of 57.3 percent that would have resulted in an 'Exemplary Progress' placement, however because the school has not made AYP for the last two consecutive years, they are not eligible to receive a placement higher than 'Academic Progress'.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007			●		
2006			●		
2005	●				

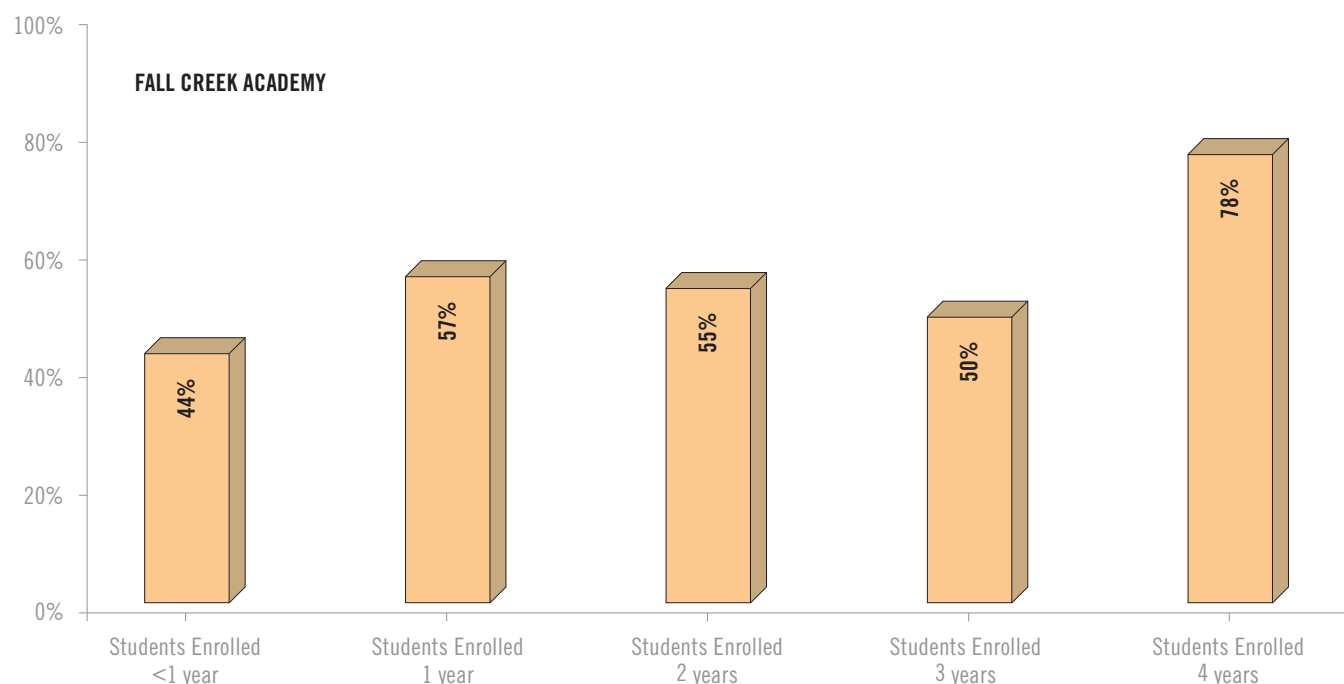
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at FCA who were proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

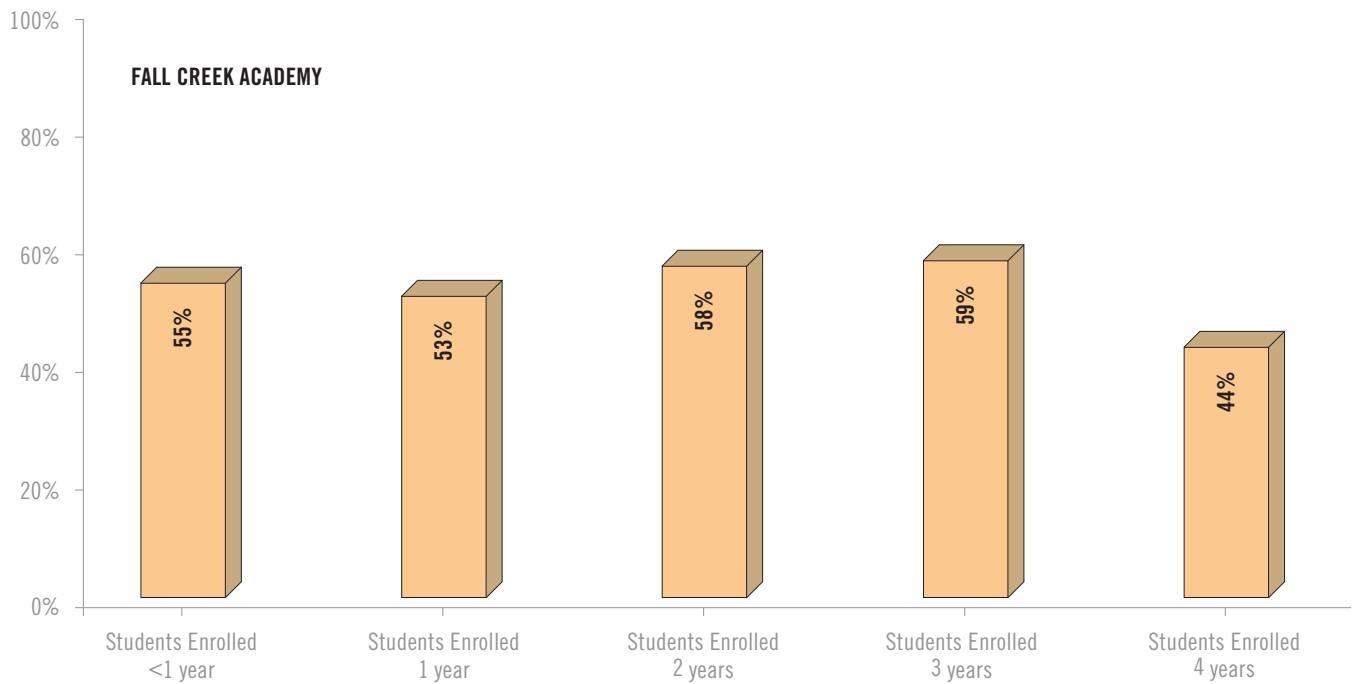
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students were enrolled at FCA. These comparisons are not perfect indicators of how much individual students improved over time since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 44 percent of students who had been enrolled in FCA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 57 percent of students who had been enrolled in FCA for a full year passed the ISTEP+. Among students who had been enrolled for four years, 78 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 55 percent of students who had been enrolled in FCA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 53 percent of students who had been enrolled in FCA for a full year passed the ISTEP+. Among students who had been enrolled for four years, 44 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT FCA IMPROVED BY 7.4 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID FCA STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at FCA with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where FCA students gained ground, lost ground or stayed even compared to their peers.

Figure H: FCA vs. Indiana Norms, Fall 2008 Through Spring 2009

	FCA Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	FCA GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	6.0	4.6	1.4		
2nd grade	12.1	14.0			-1.9
3rd grade	6.0	8.0			-2.0
4th grade	6.7	6.0		0.7	
5th grade	5.7	5.0		0.7	
6th grade	7.7	4.0	3.7		
7th grade	13.9	3.0	10.9		
8th grade	5.6	2.0	3.6		
9th grade	3.6	1.0	2.6		
10th grade	2.8	1.0	1.8		
Math	8.7	7.1	1.6		
2nd grade	13.3	14.0		-0.7	
3rd grade	9.5	10.0		-0.5	
4th grade	10.4	9.0	1.4		
5th grade	11.7	9.0	2.7		
6th grade	11.7	7.0	4.7		
7th grade	10.0	6.0	4.0		
8th grade	7.7	5.0	2.7		
9th grade	4.7	3.0	1.7		
10th grade	3.2	3.0		0.2	
Reading	8.0	4.8	3.2		
2nd grade	14.0	13.0	1.0		
3rd grade	8.6	8.0		0.6	
4th grade	9.0	7.0	2.0		
5th grade	11.6	6.0	5.6		
6th grade	9.1	4.0	5.1		
7th grade	13.2	3.0	10.2		
8th grade	5.3	3.0	2.3		
9th grade	2.5	1.0	1.5		
10th grade	5.3	1.0	4.3		
TOTAL	7.6	5.5	2.1		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at FCA made an average gain of 12.1 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 1.9 points lower. A rating of "stayed even" means there was no statistically significant difference between FCA's average gains for the grade and subject and the average Indiana gains.

Figure I: FCA vs. National Norms, Fall 2008 Through Spring 2009

	FCA Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	FCA GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	6.0	4.8	1.2		
2nd grade	12.1	14.0			-1.9
3rd grade	6.0	9.0			-3.0
4th grade	6.7	6.0		0.7	
5th grade	5.5	5.0		0.7	
6th grade	7.7	4.0	3.7		
7th grade	13.9	3.0	10.9		
8th grade	5.6	3.0	2.6		
9th grade	3.6	1.0	2.6		
10th grade	2.8	1.0	1.8		
Math	8.7	7.2	1.5		
2nd grade	13.3	14.0		-0.7	
3rd grade	9.5	11.0			-1.5
4th grade	10.4	9.0	1.4		
5th grade	11.7	9.0	2.7		
6th grade	11.7	7.0	4.7		
7th grade	10.0	6.0	4.0		
8th grade	7.7	5.0	2.7		
9th grade	4.7	3.0	1.7		
10th grade	3.2	3.0		0.2	
Reading	8.0	5.1	2.9		
2nd grade	14.0	13.0	1.0		
3rd grade	8.6	9.0		-0.4	
4th grade	9.0	7.0	2.0		
5th grade	11.6	5.0	6.6		
6th grade	9.1	4.0	5.1		
7th grade	13.2	3.0	10.2		
8th grade	5.3	3.0	2.3		
9th grade	2.5	2.0		0.5	
10th grade	5.3	2.0	3.3		
TOTAL	7.6	5.7	1.9		

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at FCA made an average gain of 12.1 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 1.9 points lower. A rating of “stayed even” means there was no statistically significant difference between FCA’s average gains for the grade and subject and the average US gains.



BASED ON RESULTS FROM NWEA MAP TESTS, STUDENTS AT FCA ACHIEVED MORE GROWTH IN 2008-09 THAN THEIR STATE AND NATIONAL PEERS.

SUFFICIENT GAINS: WHAT PROPORTION OF FCA STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains.

Figure J displays the percentage of students at FCA that made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades 9 and higher.

Figure J: FCA Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 2nd grade math shows 38 percent. This means that at their current rate of progress, 38 percent of 2nd graders enrolled at the Fall Creek Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

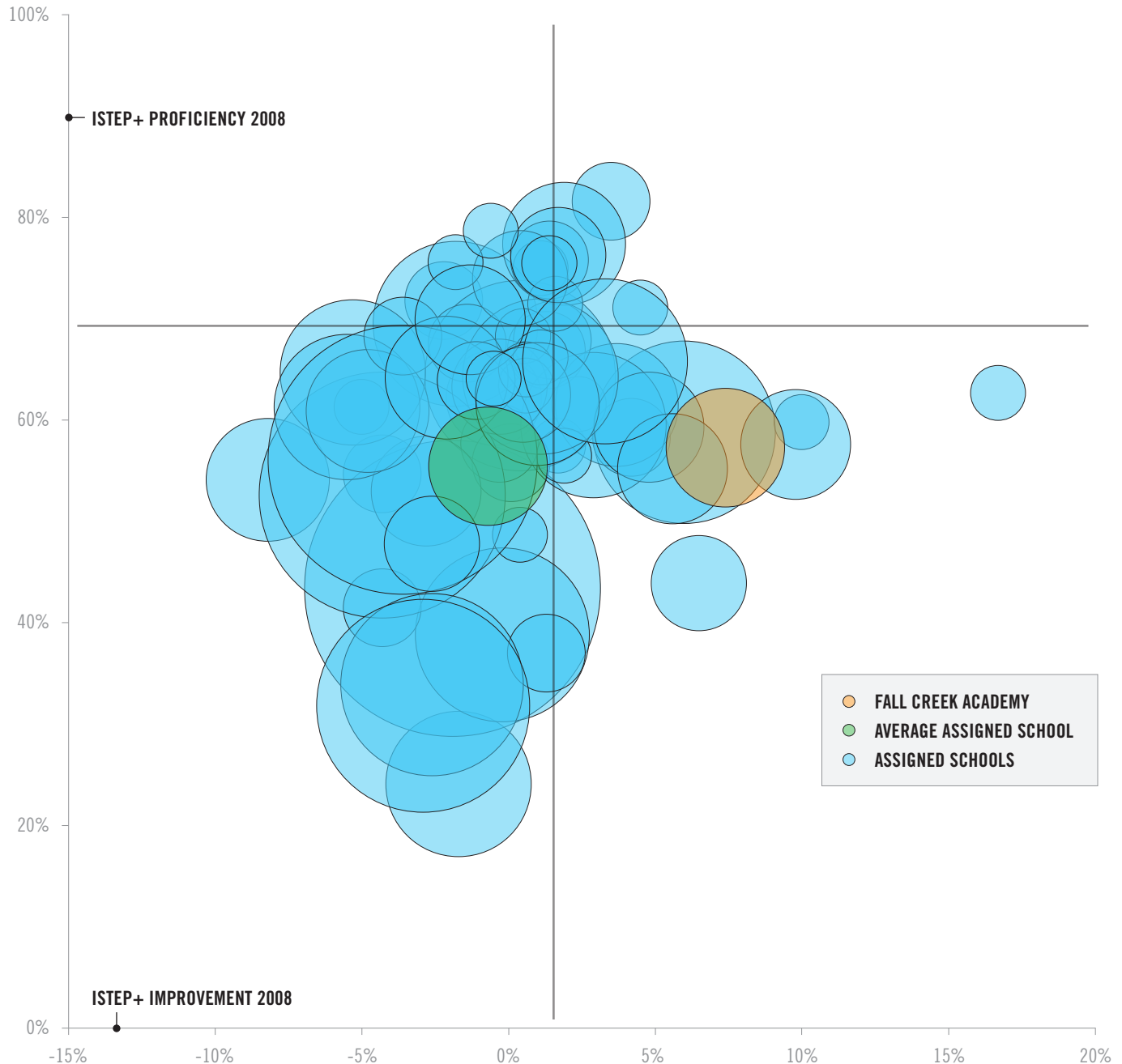


90% OF STAFF REPORTED OVERALL SATISFACTION WITH FCA.

IS FCA OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of FCA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. FCA had a slightly higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, FCA showed more improvement than the average assigned schools.

Figure K: Performance of FCA vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend FCA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of FCA. The size of each blue bubble is proportional to the number of FCA students who would have attended the school.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 1 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	APPROACHING STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	APPROACHING STANDARD

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily in 2008-2009 with no significant problems, due in part to the Greater Educational Opportunities (GEO) Foundation's support and management.
BOARD GOVERNANCE	Fall Creek Academy's Board of Directors experienced very high turnover in 2008-2009, unrelated to the term limits stipulated in the Board's by-laws. Toward the middle of the 2008-2009 academic year, the Board selected a new chair who has begun implementing new oversight and accountability systems. Board committees have been developed, and roles and responsibilities among the Board, the GEO Foundation (the school's charter management organization), and the principal are becoming more defined.
LEADERSHIP	Fall Creek Academy had a new principal for the 2008-2009 school year. She demonstrates a commitment to the school and actively engages in a process of continuous improvement which has led to some mid-course changes.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	63%
<i>Satisfied with...</i>	
Individual student attention	70%
Curriculum/academic program	79%
Class size	72%
Quality of teaching/instruction	88%
Opportunities for parent involvement	86%
School administration	65%
Teachers	79%
Services provided to students with special needs	50%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	58%
Return to this school	71%
OVERALL SATISFACTION	79%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	90%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	90%
Teacher autonomy in the classroom	80%
Level of teacher involvement in school decisions	70%
Evaluation of teacher performance	80%
Opportunities for professional development	85%
Curriculum/academic program	90%
<i>School improvement efforts are...</i>	
Focused on student learning	85%
Based on research evidence	70%
<i>The school's principal...</i>	
Tracks student progress	90%
Works directly with teachers to improve instruction	85%
Makes expectations clear	95%
Communicates a clear vision	95%
<i>Likely to...</i>	
Return to the school	95%
OVERALL SATISFACTION	90%

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 2 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
2.1. Is the school in sound fiscal health?	APPROACHING STANDARD
2.2. Are the school's student enrollment, attendance and retention rates strong?	APPROACHING STANDARD
2.3. Is the school's Board active and competent in its oversight?	APPROACHING STANDARD
2.4. Is there a high level of parent satisfaction with the school?	APPROACHING STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	APPROACHING STANDARD



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, FCA DEMONSTRATED GREATER IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Fall Creek Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), submitting all required reports in a timely manner. However, Section 3.2B. of the school's Charter Agreement requires local, state, and national criminal background checks to be completed on all board members. National criminal background checks were not submitted for all board members during the 2008-2009 school year.

In 2008, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for two indicators - timeliness of initial evaluations for special education eligibility and quality of post-secondary transition goals for students with disabilities aged 14 and above – based on data collected for the 2006-2007 school year. The school was instructed to correct the noncompliance issue and was monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System. The IDOE found that the school had fully corrected areas of noncompliance in 2007-2008 and remained in compliance in all assessed areas in 2008-2009.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 3 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	MEETS STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	MEETS STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	MEETS STANDARD

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 4 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MEETS STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	APPROACHING STANDARD
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	MEETS STANDARD
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	APPROACHING STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	APPROACHING STANDARD
4.6. Is the school's mission clearly understood by all stakeholders?	MEETS STANDARD
4.7. Is the school climate conducive to student and staff success?	MEETS STANDARD
4.8. Is ongoing communication with students and parents clear and helpful?	MEETS STANDARD



FLANNER HOUSE ELEMENTARY

GRADES SERVED IN 2008-2009: K-6
SCHOOL LEADERS: FRANCES MALONE AND LATIKA WARTHAW

THE MISSION OF FLANNER HOUSE ELEMENTARY (FHE) IS TO DEVELOP THE HIGHEST POTENTIAL OF ITS STUDENTS THROUGH EDUCATING THE "WHOLE PERSON," ENSURING THAT STUDENTS ATTAIN THE BASIC SKILLS PROFICIENCY APPROPRIATE TO THEIR AGE AND GRADE LEVEL. BY FOSTERING CRITICAL THINKING AND PROBLEM-SOLVING SKILLS, THE SCHOOL SEEKS TO BUILD A SOLID FOUNDATION AND PROVIDE POSITIVE MOTIVATION FOR LIFE-LONG LEARNING.

2009 CHARTER RENEWAL DECISION:
FULLY RENEWED, UNCONDITIONAL 7-YEAR CHARTER

Figure A: Historical Enrollment at FHE

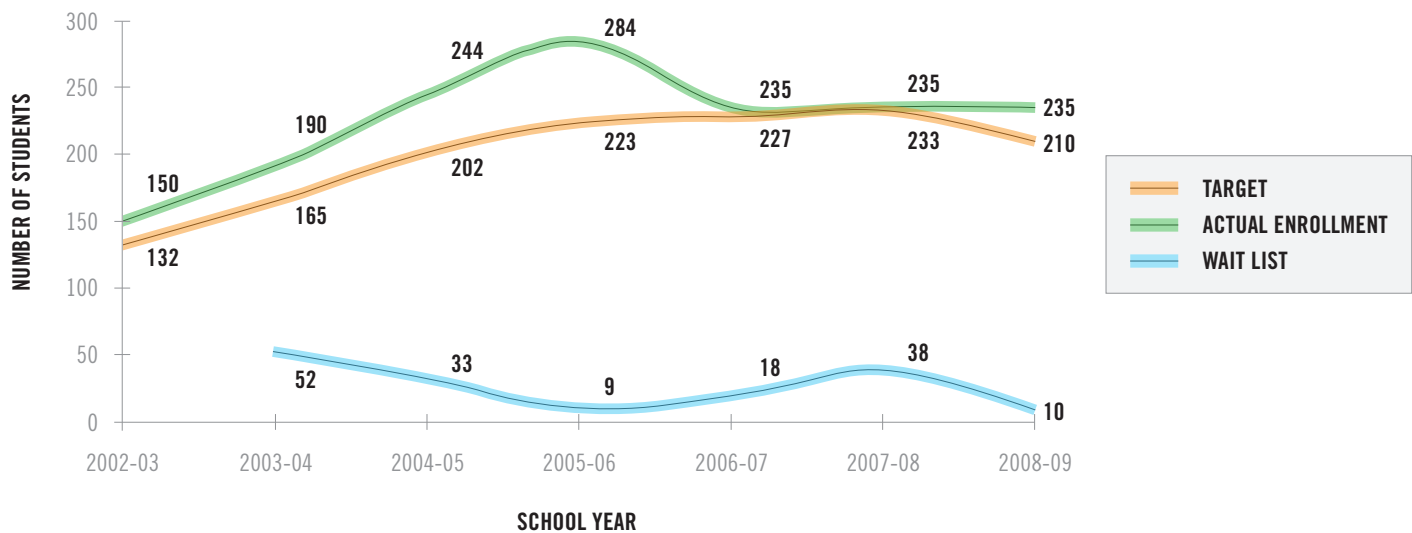
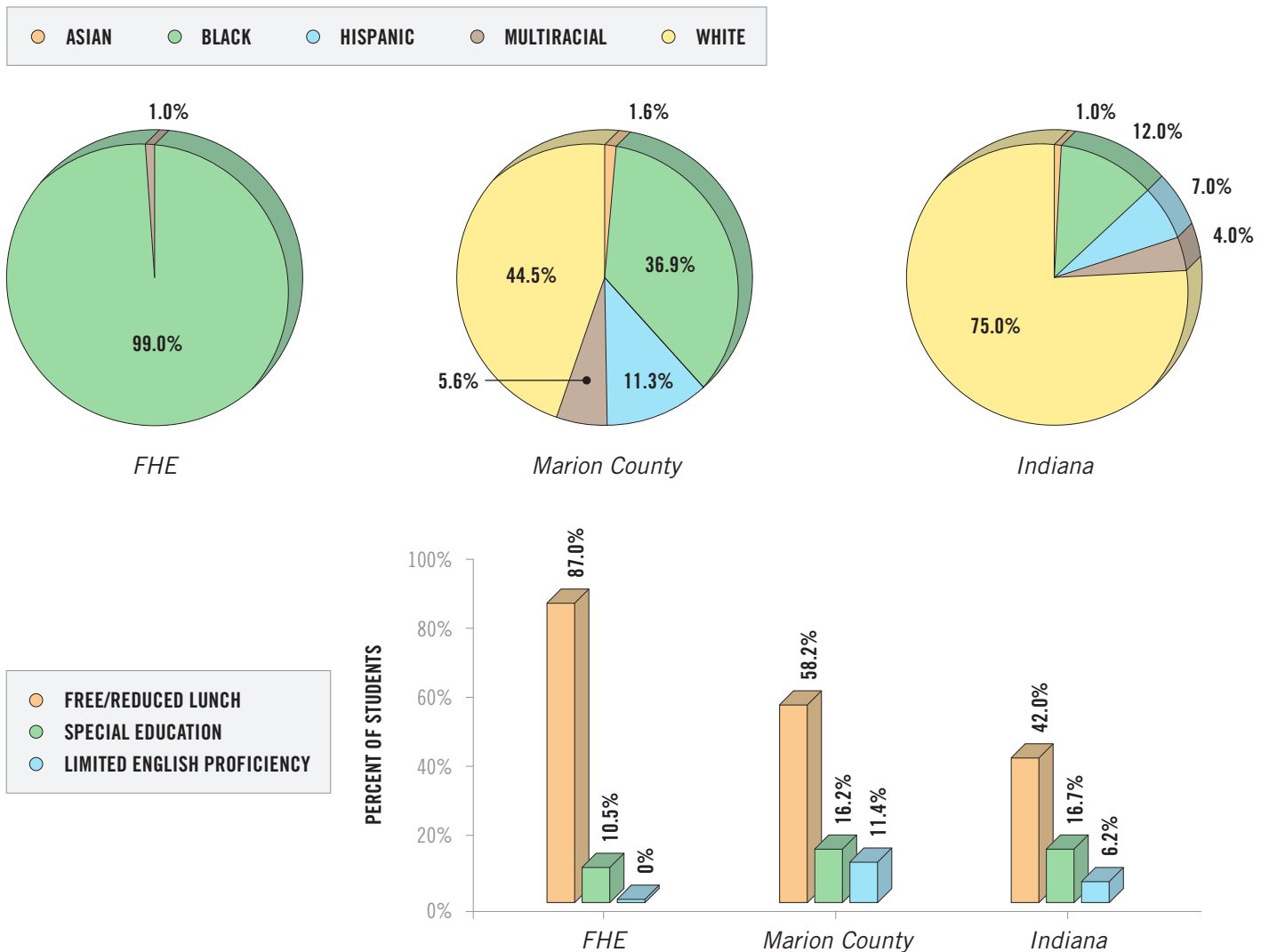
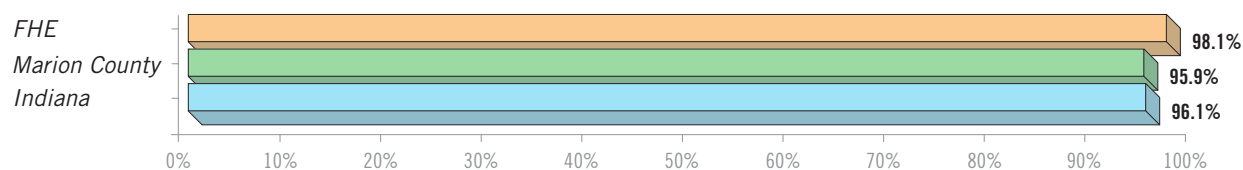


Figure B: Student Composition at FHE



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Flanner House Elementary made AYP in 13 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	13 out of 13
2007	✗	12 out of 13
2006	✓	13 out of 13
2005	✓	13 out of 13
2004	✓	10 out of 10

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 8.7 percent in ISTEP+ pass rates and an overall pass rate of 68.1 percent to receive an 'Exemplary Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008	●				
2007	●				
2006					●
2005				●	

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

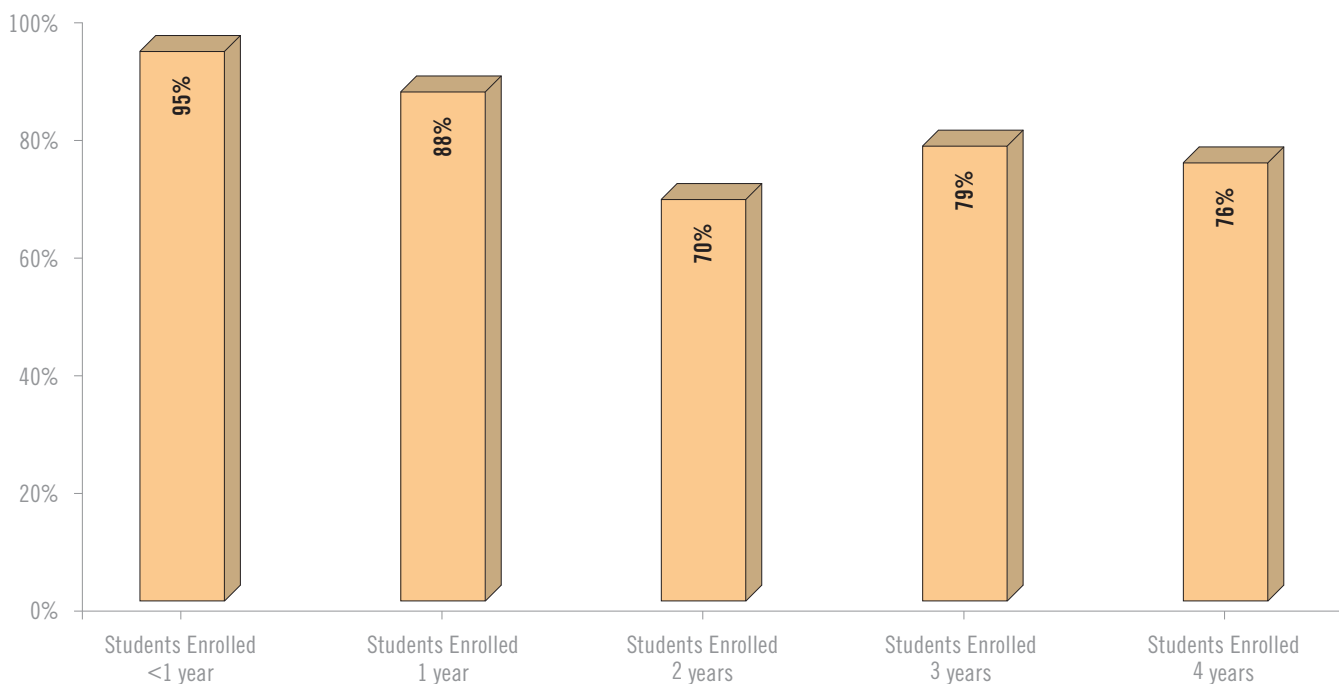
ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at FHE who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students were enrolled at FHE. These comparisons are not perfect indicators of how much individual students improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

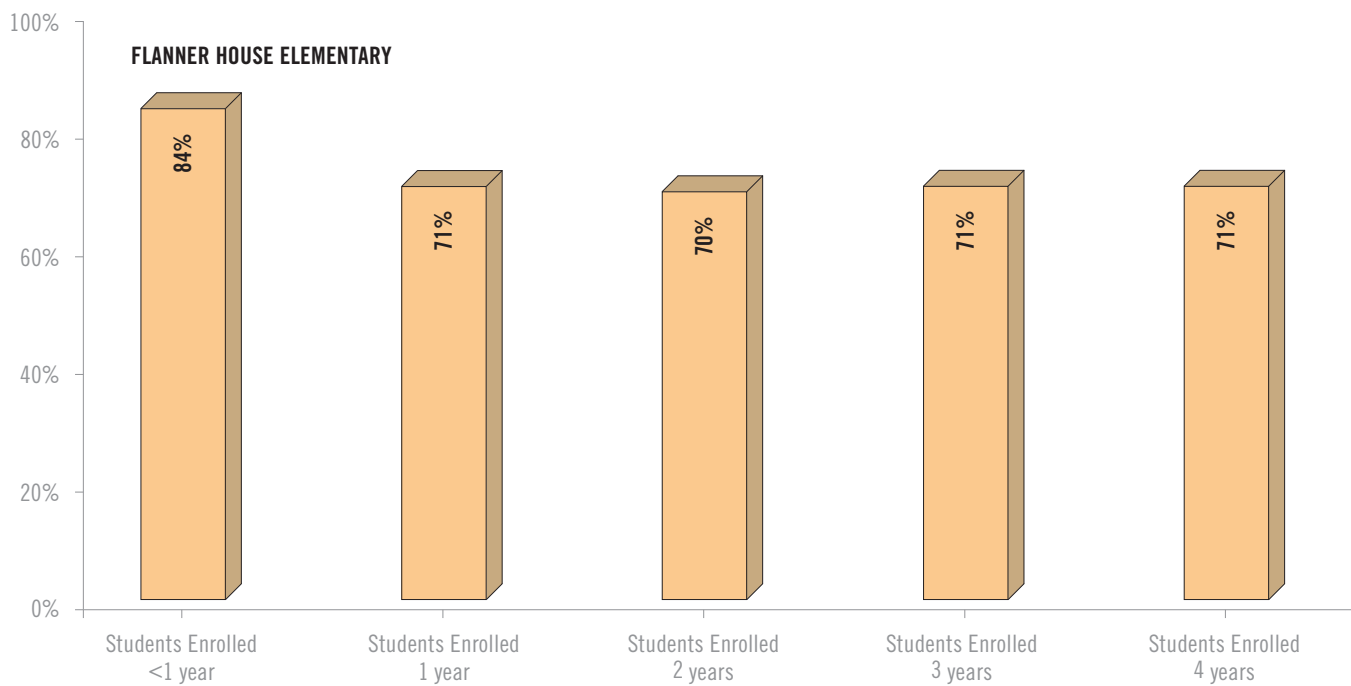
Figure F: ISTEP+ Proficiency Over Time: Mathematics

FLANNER HOUSE ELEMENTARY



How to read this figure: In 2008, 95 percent of students who had been enrolled in FHE for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 88 percent of students who had been enrolled in FHE for a full year passed the ISTEP+. Among students who had been enrolled for four years, 76 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 84 percent of students who had been enrolled in FHE for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 71 percent of students who had been enrolled in FHE for a full year passed ISTEP+. Among students who had been enrolled for four years, 71 percent passed ISTEP+.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, FHE DEMONSTRATED CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID FHE STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at FHE with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where FHE students gained ground, lost ground or stayed even compared to their peers.

Figure H: FHE vs. Indiana Norms, Fall 2008 Through Spring 2009

	FHE Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	FHE GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	5.2	8.1			-3.0
2nd grade	1.0	14.0			-13.0
3rd grade	9.9	8.0	1.9		
4th grade	4.1	6.0			-1.9
5th grade	8.8	5.0	3.8		
6th grade	0.9	4.0			-3.1
Math	7.7	10.1			-2.4
2nd grade	10.6	14.0			-3.4
3rd grade	10.5	10.0		0.5	
4th grade	7.1	9.0			-1.9
5th grade	5.4	9.0			-3.6
6th grade	0.9	7.0			-6.1
Reading	4.9	8.0			-3.2
2nd grade	11.0	13.0			-2.0
3rd grade	3.5	8.0			-4.5
4th grade	0.7	7.0			-6.3
5th grade	4.5	6.0			-1.5
6th grade	5.3	4.0	1.3		
TOTAL	5.9	8.8			-2.8

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at FHE made an average gain of 1.0 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 13.0 points lower. A rating of "stayed even" means there was no statistically significant difference between FHE's average gains for the grade and subject and the average Indiana gains.

Figure I: FHE vs. National Norms, Fall 2008 through Spring 2009

	FHE Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	FHE GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	5.2	8.4			-3.2
2nd grade	1.0	14.0			-13.0
3rd grade	9.9	9.0		0.9	
4th grade	4.1	6.0			-1.9
5th grade	8.8	5.0	3.8		
6th grade	0.9	4.0			-3.1
Math	7.7	10.4			-2.7
2nd grade	10.6	14.0			-3.4
3rd grade	10.5	11.0		-0.5	
4th grade	7.1	9.0			-1.9
5th grade	5.4	9.0			-3.6
6th grade	0.9	7.0			-6.1
Reading	4.9	8.1			-3.2
2nd grade	11.0	13.0			-2.0
3rd grade	3.5	9.0			-5.5
4th grade	0.7	7.0			-6.3
5th grade	4.5	5.0		-0.5	
6th grade	5.3	4.0	1.3		
TOTAL	5.9	9.0			-3.0

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at FHE made an average gain of 1.0 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 13.0 points lower. A rating of “stayed even” means there was no statistically significant difference between FHE’s average gains for the grade and subject and the average Indiana gains.

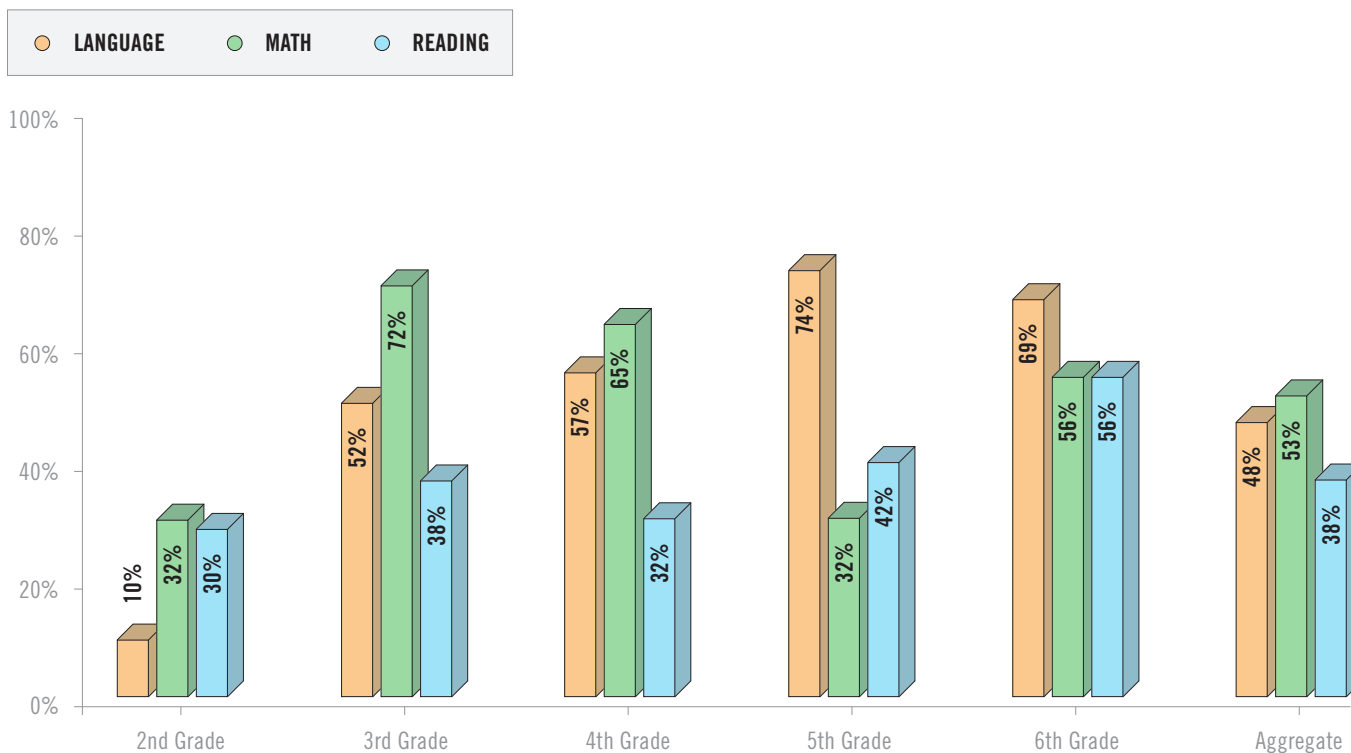


91% OF PARENTS AND 90% OF STAFF REPORTED OVERALL SATISFACTION WITH FHE.

SUFFICIENT GAINS: WHAT PROPORTION OF FHE STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains.

Figure J: FHE Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 2nd grade math shows 32 percent. This means that at their current rate of progress, 32 percent of 2nd graders enrolled at the Flanner House Elementary during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

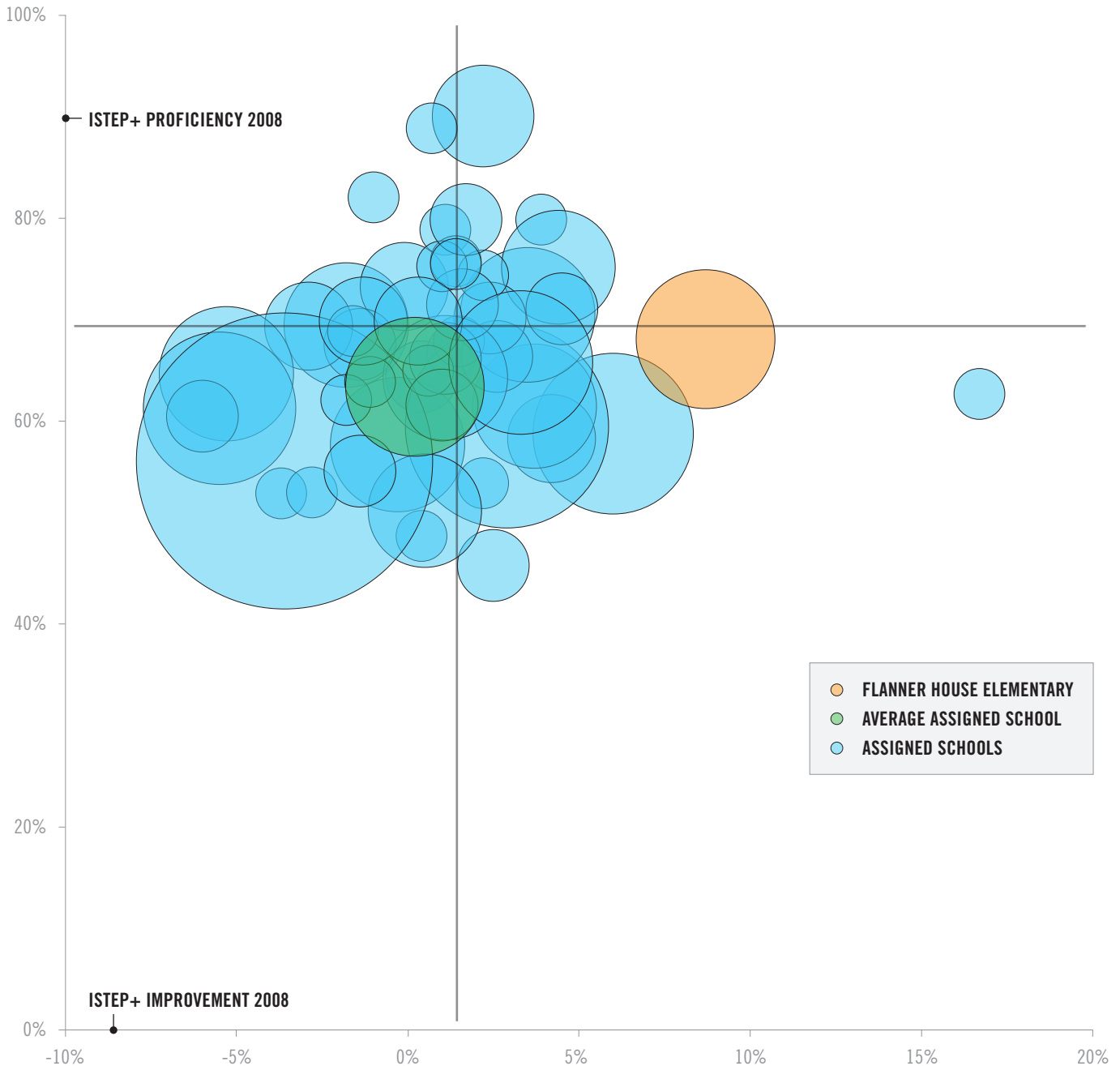


THE LEADERSHIP TEAM AT FHE IS COMMITTED TO CONTINUOUS IMPROVEMENT AND DEMONSTRATES AN UNDERSTANDING OF STUDENT LEARNING.

IS FHE OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of FHE to that of Marion County public schools students would have been assigned to attend, based on their place of residence. FHE had a higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, FHE showed significantly more improvement than the average assigned schools.

Figure K: Performance of FHE vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend FHE. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of FHE. The size of each blue bubble is proportional to the number of FHE students who would have attended the school.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 1 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	EXCEEDS STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	APPROACHING STANDARD

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school is currently in satisfactory fiscal health. As the school progresses with its new facility plans, it must develop and implement a sound financial plan to support increased facility expenses.
BOARD GOVERNANCE	Board members offer a diverse range of skills and expertise. The board engages in active dialogue during meetings and assists the school in areas such as facility development, budget oversight, and community relations.
LEADERSHIP	School leadership experienced a planned multi-year leadership transition in 2008-2009. The school's founding Director of Education began purposefully lessening her involvement to allow the school's principal to assume more responsibilities. School leadership is committed to continuous improvement and demonstrates an understanding of student learning.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	83%
<i>Satisfied with...</i>	
Individual student attention	88%
Curriculum/academic program	92%
Class size	93%
Quality of teaching/instruction	93%
Opportunities for parent involvement	95%
School administration	96%
Teachers	96%
Services provided to students with special needs	28%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	82%
Return to this school	75%
OVERALL SATISFACTION	91%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	80%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	80%
Teacher autonomy in the classroom	100%
Level of teacher involvement in school decisions	70%
Evaluation of teacher performance	90%
Opportunities for professional development	80%
Curriculum/academic program	90%
<i>School improvement efforts are...</i>	
Focused on student learning	90%
Based on research evidence	80%
<i>The school’s principal...</i>	
Tracks student progress	100%
Works directly with teachers to improve instruction	90%
Makes expectations clear	90%
Communicates a clear vision	80%
<i>Likely to...</i>	
Return to the school	90%
OVERALL SATISFACTION	90%

CHARTER RENEWAL REVIEW

The Mayor’s Office determines how well schools in their seventh year are meeting the standards in Question 2 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include ‘Does Not Meet Standard’, ‘Approaching Standard’, ‘Meets Standard’, and ‘Exceeds Standard’.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
2.1. Is the school in sound fiscal health?	MEETS STANDARD
2.2. Are the school’s student enrollment, attendance and retention rates strong?	APPROACHING STANDARD
2.3. Is the school’s Board active and competent in its oversight?	MEETS STANDARD
2.4. Is there a high level of parent satisfaction with the school?	EXCEEDS STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	MEETS STANDARD

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Flanner House Elementary satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. Flanner House Elementary generally met its compliance and reporting obligations to the Mayor’s Office and the Indiana Department of Education (IDOE), submitting most required reports in a timely manner. However, the school was late in submitting its Prime Time (DOE-PT) report and its Full Day Kindergarten Funding report to the Indiana Department of Education. In addition, the school struggled to provide the Mayor’s Office with documentation of teacher licenses and did not submit Board meeting minutes in a timely manner. Finally, section 3.2B of the school’s Charter Agreement requires local, state, and national criminal background checks to be completed on all board members; national criminal background checks have not yet been submitted for all board members.

In 2008, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for Indicator 11, related to the timeliness of initial evaluations for special education eligibility based on 2006-2007 data. In 2009, the DEL reviewed data from the 2007-2008 school year and found that FHE had not fully corrected the area of noncompliance. However, based on data from the 2008-2009 school year, the school is now operating in compliance in all areas assessed by the DEL.

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 3 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	MEETS STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	MEETS STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	APPROACHING STANDARD

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

CHARTER RENEWAL REVIEW

The Mayor's Office determines how well schools in their seventh year are meeting the standards in Question 4 of the Performance Framework as part of the charter renewal application process. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Charter Renewal Review</i>	<i>Renewal Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	MEETS STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	MEETS STANDARD
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	NOT APPLICABLE
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MEETS STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	APPROACHING STANDARD
4.6. Is the school's mission clearly understood by all stakeholders?	MEETS STANDARD
4.7. Is the school climate conducive to student and staff success?	MEETS STANDARD
4.8. Is ongoing communication with students and parents clear and helpful?	MEETS STANDARD



FOUNTAIN SQUARE ACADEMY

GRADES SERVED IN 2008-2009: 5-12
SCHOOL LEADER: KEENA FOSTER

FOUNTAIN SQUARE ACADEMY (FSA) SEEKS TO USE COMPUTER TECHNOLOGY TO ENGAGE STUDENTS IN LEARNING AND TO CONTINUALLY TRACK STUDENTS' ACADEMIC PROGRESS. THE SCHOOL ENDEAVORS FOR STUDENTS TO LEARN AT THEIR OWN PACE AND BENEFIT FROM INDIVIDUALIZED ATTENTION FROM TEACHERS WHOSE MISSION IS TO PROMOTE ACADEMIC ACHIEVEMENT AND CHARACTER DEVELOPMENT.

Figure A: Historical Enrollment at FSA

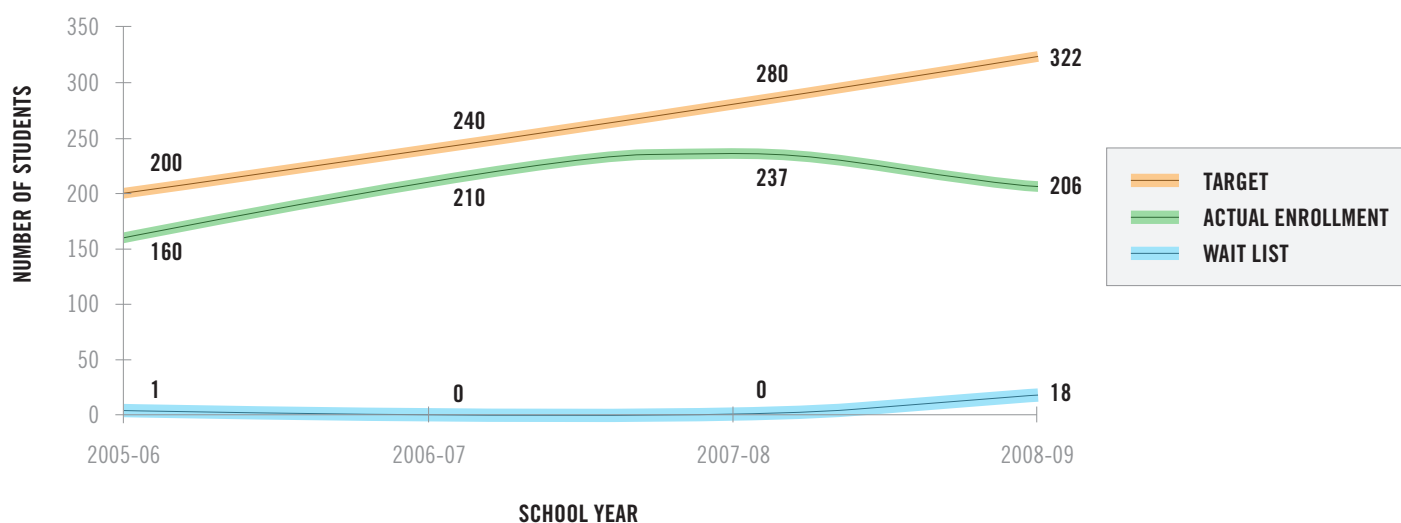
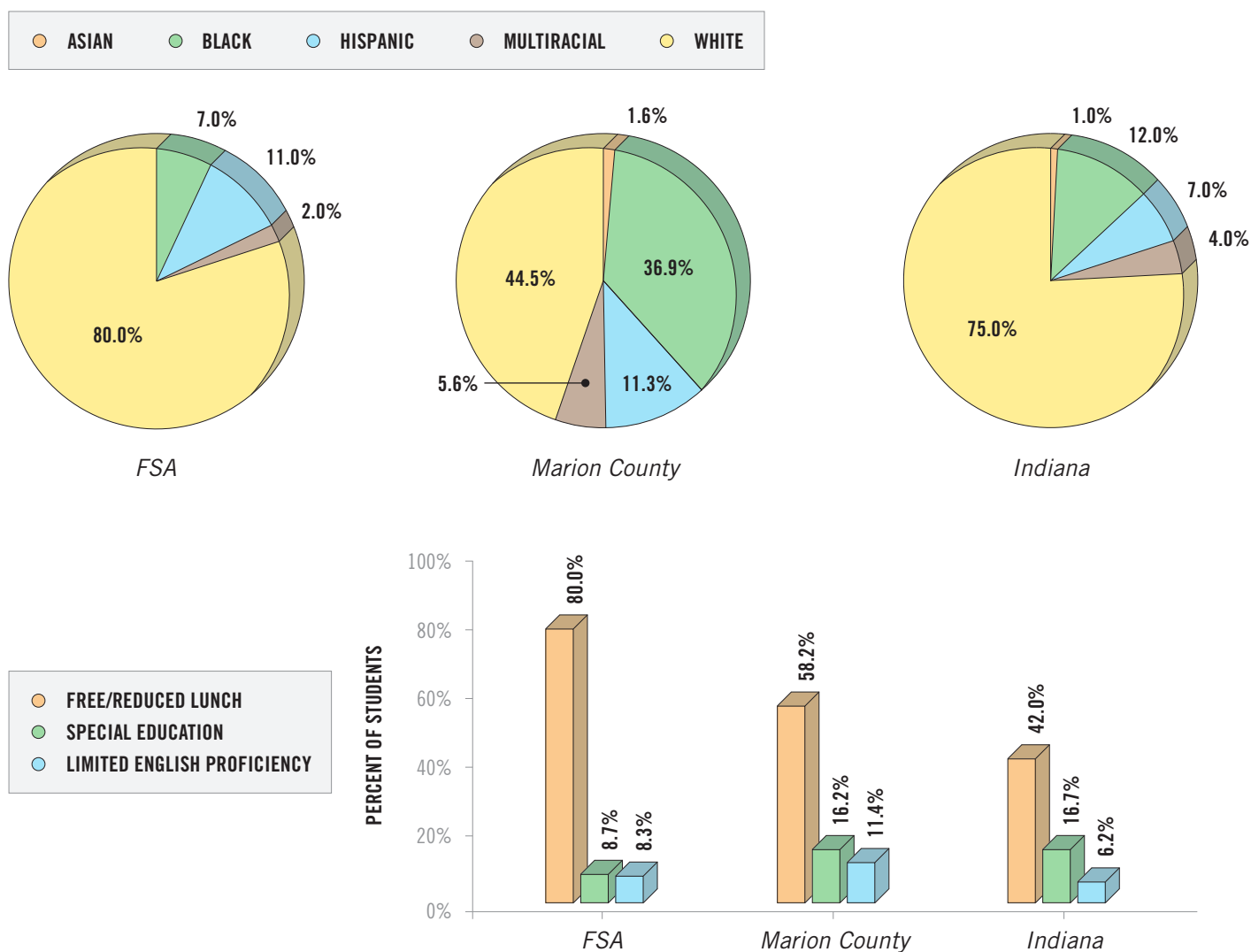
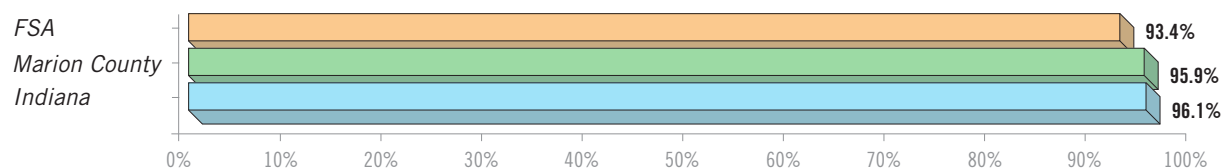


Figure B: Student Composition at FSA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Fountain Square Academy made AYP in 13 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	13 out of 13
2007	✗	4 out of 13
2006	✗	4 out of 13



FSA WAS ONE OF THREE PUBLIC HIGH SCHOOLS IN MARION COUNTY TO MAKE AYP IN 2008, SUCCESSFULLY ACHIEVING PROGRESS IN 13 OF 13 CATEGORIES.

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 13.6 percent in ISTEP+ pass rates and an overall pass rate of 51.3 percent that would have resulted in an 'Exemplary Progress' placement, however because the school has not made AYP for two consecutive years, they are not eligible to receive a placement higher than 'Academic Progress'.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007					●
2006					●

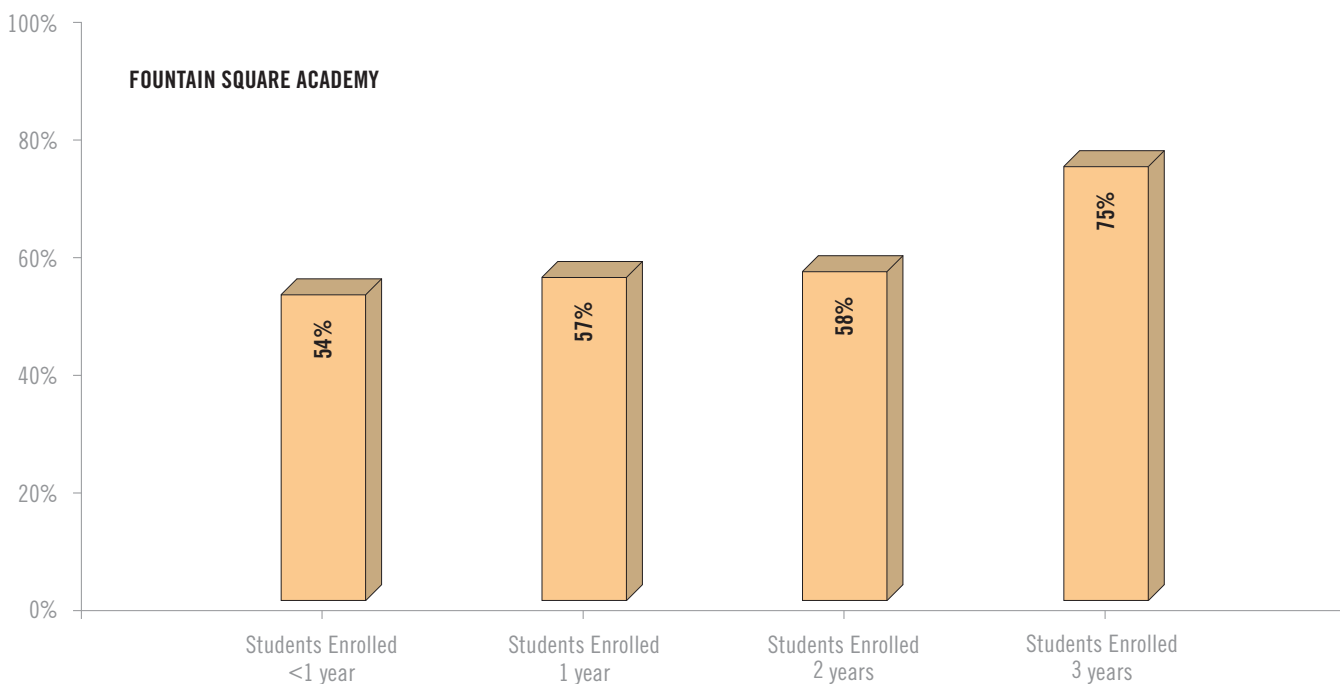
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at FSA who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

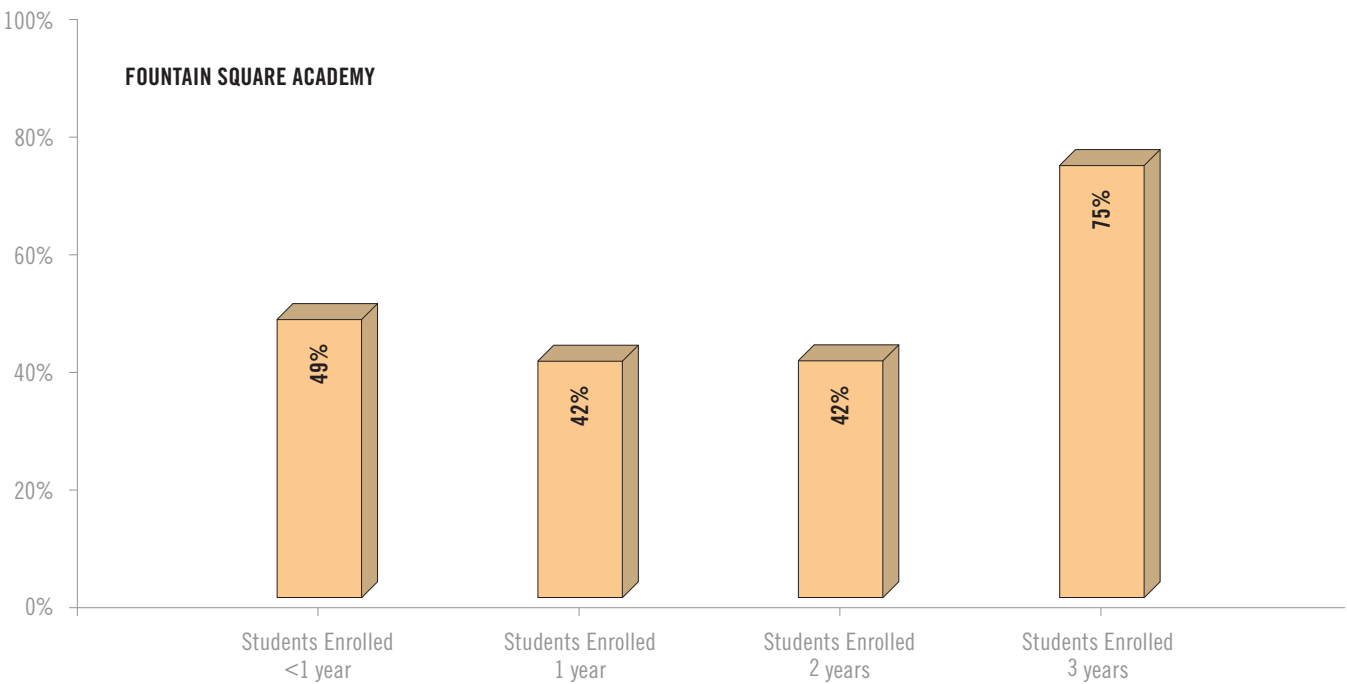
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students were enrolled at FSA. These comparisons are not perfect indicators of how much individual students improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 54 percent of students who had been enrolled in FSA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 57 percent of students who had been enrolled in FSA for a full year passed the ISTEP+. Among students who had been enrolled for three years, 75 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 49 percent of students who had been enrolled in FSA for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 42 percent of students who had been enrolled in FSA for a full year passed the ISTEP+. Among students who had been enrolled for three years, 75 percent passed ISTEP+.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not be determined what proportion of students in this school made sufficient progress to reach proficiency over time at the high school level. As a result, Figure J only includes data for the school's middle school students.

COMPARATIVE GAINS: HOW MUCH DID FSA STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at FSA with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where FSA students gained ground, lost ground or stayed even compared to their peers.

Figure H: FSA vs. Indiana Norms, Fall 2008 Through Spring 2009

	FSA Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	FSA GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	5.3	2.3	3.0		
5th grade	15.3	5.0	10.3		
6th grade	6.9	4.0	2.9		
7th grade	7.0	3.0	4.0		
8th grade	4.0	2.0	2.0		
9th grade	4.3	1.0	3.3		
10th grade	-4.6	1.0			-5.6
Math	8.1	5.1	3.1		
5th grade	14.6	9.0	5.6		
6th grade	11.7	7.0	4.7		
7th grade	10.3	6.0	4.3		
8th grade	6.5	5.0	1.5		
9th grade	5.1	3.0	2.1		
10th grade	7.4	3.0	4.4		
Reading	5.9	2.6	3.3		
5th grade	18.0	6.0	12.0		
6th grade	10.4	4.0	6.4		
7th grade	3.5	3.0		0.5	
8th grade	5.5	3.0	2.5		
9th grade	5.5	1.0	4.5		
10th grade	0.8	1.0		-0.2	
TOTAL	6.4	3.3	3.1		

How to read this figure: For example, the first row under the Grade/Subject column is 5th grade language. The numbers in that row show that 5th grade students at FSA made an average gain of 15.3 points, compared to 5.0 points for the average Indiana student. These students “gained ground” compared to the average Indiana student because their average gains were 10.3 points higher. A rating of “stayed even” means there was no statistically significant difference between FSA’s average gains for the grade and subject and the average Indiana gains.



BASED ON RESULTS FROM NWEA MAP TESTS, STUDENTS AT FSA ACHIEVED MORE GROWTH IN 2008-09 THAN THEIR STATE AND NATIONAL PEERS.

Figure I: FSA vs. National Norms, Fall 2008 Through Spring 2009

	FSA Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	FSA GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	5.3	2.6	2.7		
5th grade	15.3	5.0	10.3		
6th grade	6.9	4.0	2.9		
7th grade	7.0	3.0	4.0		
8th grade	4.0	3.0	1.0		
9th grade	4.3	1.0	3.3		
10th grade	-4.6	1.0			-5.6
<i>Math</i>	8.1	5.1	3.1		
5th grade	14.6	9.0	5.6		
6th grade	11.7	7.0	4.7		
7th grade	10.3	6.0	4.3		
8th grade	6.5	5.0	1.5		
9th grade	5.1	3.0	2.1		
10th grade	7.4	3.0	4.4		
<i>Reading</i>	5.9	2.9	3.0		
5th grade	18.0	5.0	13.0		
6th grade	10.4	4.0	6.4		
7th grade	3.5	3.0		0.5	
8th grade	5.5	3.0	2.5		
9th grade	5.5	2.0	3.5		
10th grade	0.8	2.0			-1.2
TOTAL	6.4	3.5	2.9		

How to read this figure: For example, the first row under the Grade/Subject column is 5th grade language. The numbers in that row show that 5th grade students at FSA made an average gain of 15.3 points, compared to 5.0 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 10.3 points higher. A rating of “stayed even” means there was no statistically significant difference between FSA’s average gains for the grade and subject and the average US gains.

SUFFICIENT GAINS: WHAT PROPORTION OF FSA STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student’s actual growth to this target. If the student’s actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. Figure J displays the percentage of students at Fountain Square Academy that made sufficient gains within each subject and grade. This calculation is only possible for students in grades 2 through 8 because NWEA does not currently publish proficiency levels for grades 9 and higher.

Figure J: FSA Students Achieving Sufficient Gains to Become Proficient Within Two Years



How to read this figure: For example, 5th grade math shows 60 percent. This means that at their current rate of progress, 60 percent of 5th graders enrolled at Fountain Square Academy during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 7th grade year and, therefore, pass the ISTEP+.

IS FSA OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

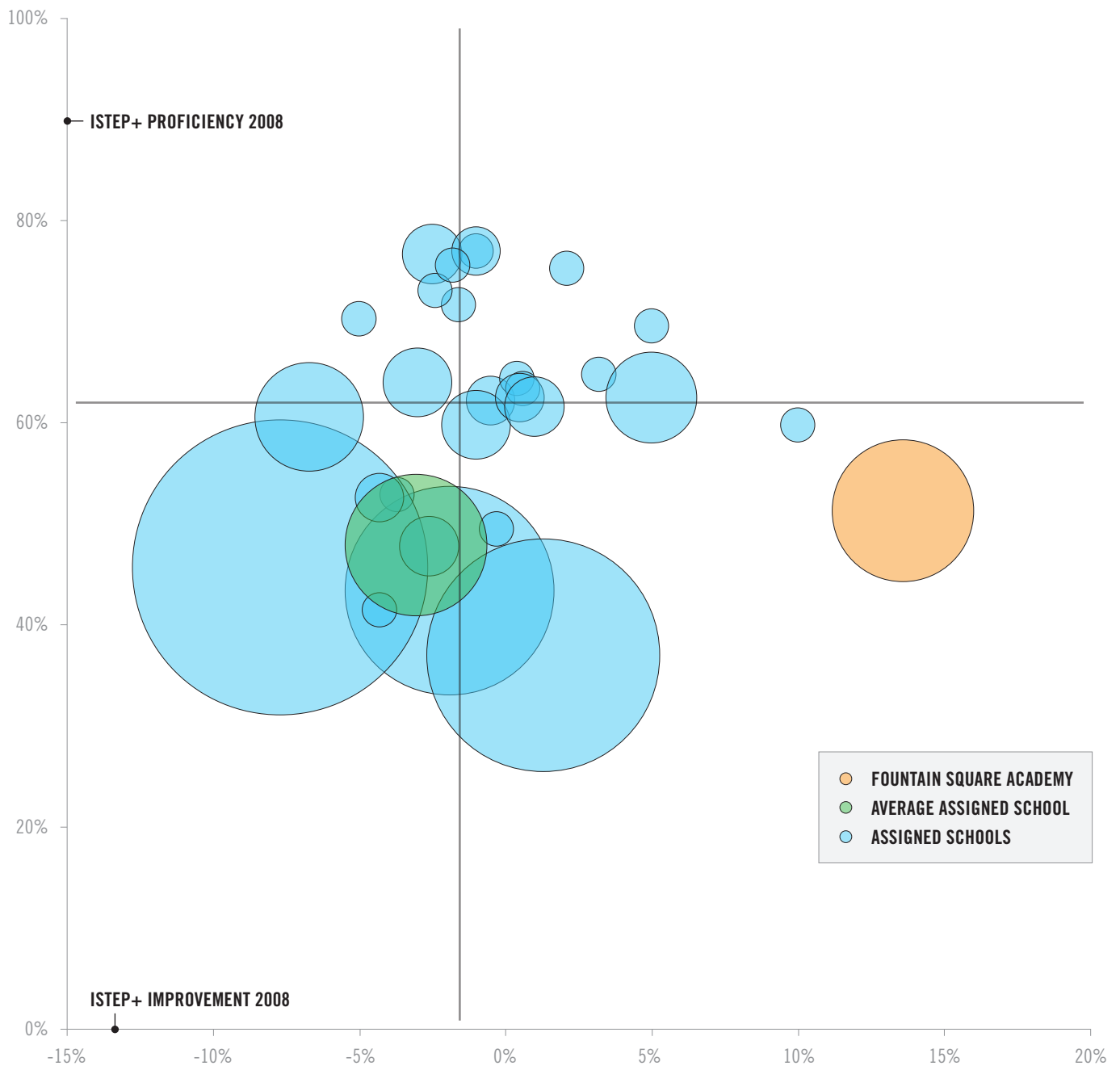
The Mayor's Office compared the performance of FSA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. FSA had a slightly higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, FSA showed significantly more improvement than the average assigned schools.



IN 2008, ISTEP+ PASS RATES AT FSA IMPROVED BY 13.6 PERCENTAGE POINTS, COMPARED TO A 0.75 POINT DECLINE STATEWIDE AND 0.87 POINT DECLINE IN MARION COUNTY.



Figure K: Performance of FSA vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend FSA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of FSA. The size of each blue bubble is proportional to the number of FSA students who would have attended the school.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

Ratings From Fourth Year Charter Review	Finding
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	MEETS STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	APPROACHING STANDARD
1.3. Is the school outperforming schools that the students would have been assigned to attend?	NOT EVALUATED¹
1.4. Is the school meeting its school-specific educational goals?	NOT APPLICABLE²

¹ The school was not evaluated in comparison to schools students would have attended.

² The school did not have school-specific goals that were evaluated for the FYCR.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	Findings
FISCAL HEALTH	Similar to findings in previous Accountability Reports, the school did not meet its enrollment targets in the 2008-2009 school year, which negatively impacted its financial position. However, support from the school's management organization, the Greater Educational Opportunities (GEO) Foundation, helped address some financial concerns. The State Board of Accounts examination of the school (covering the period of July 1, 2006 to June 30, 2008) outlined a number of findings including habitual late filing of school lunch reports to the state of Indiana, some late payments to vendors resulting in small penalty and interest payments, payment of sales tax in some cases, lack of supporting documentation for some payments made, and some payments made to staff members for legitimate purposes – such as managing extracurricular activities and after school programs – but made outside of contract provisions.
BOARD GOVERNANCE	Fountain Square Academy's Board experienced high turnover in 2008-2009, unrelated to the term limits stipulated in the Board's by-laws. Toward the middle of the 2008-2009 academic year, the Board selected a new chair who has begun implementing new oversight and accountability systems. Board committees have been developed, and roles and responsibilities among the Board, the GEO Foundation (the school's charter management organization), and the principal are becoming more defined.
LEADERSHIP	Midway through the 2008-2009 school year, the school's Board accepted the resignation of the school's principal. The new principal and the new Director of Student and External Affairs began in January 2009. The GEO Foundation, which manages the school, experienced staff turnover as well. This turnover negatively impacted the school in areas of leadership continuity, prospective partnerships, and curricular improvements.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	53%
<i>Satisfied with...</i>	
Individual student attention	77%
Curriculum/academic program	71%
Class size	98%
Quality of teaching/instruction	81%
Opportunities for parent involvement	76%
School administration	82%
Teachers	82%
Services provided to students with special needs	45%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	71%
Return to this school	78%
OVERALL SATISFACTION	85%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	67%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	67%
Teacher autonomy in the classroom	100%
Level of teacher involvement in school decisions	56%
Evaluation of teacher performance	67%
Opportunities for professional development	78%
Curriculum/academic program	78%
<i>School improvement efforts are...</i>	
Focused on student learning	89%
Based on research evidence	78%
<i>The school’s principal...</i>	
Tracks student progress	100%
Works directly with teachers to improve instruction	56%
Makes expectations clear	89%
Communicates a clear vision	78%
<i>Likely to...</i>	
Return to the school	67%
OVERALL SATISFACTION	78%

FOURTH YEAR CHARTER REVIEW

The Mayor’s Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include ‘Does Not Meet Standard’, ‘Approaching Standard’, ‘Meets Standard’, and ‘Exceeds Standard’.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
2.1. Is the school in sound fiscal health?	APPROACHING STANDARD
2.2. Are the school’s student enrollment, attendance and retention rates strong?	DOES NOT MEET STANDARD
2.3. Is the school’s Board active and competent in its oversight?	APPROACHING STANDARD
2.4. Is there a high level of parent satisfaction with the school?	APPROACHING STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	DOES NOT MEET STANDARD
2.6. Is the school meeting its school-specific organizational and management performance goals?	NOT APPLICABLE ³

³ The school did not have school-specific goals that were evaluated for the FYCR.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Fountain Square Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The school generally met its compliance and reporting obligations to the Mayor’s Office and the Indiana Department of Education (IDOE), submitting most required reports in a timely manner. However, Fountain Square Academy was late in submitting its Prime Time (DOE-PT) report to the IDOE. Fountain Square Academy did not submit teacher licenses in a timely manner to the Mayor’s Office. Additionally, Section 3.2B., C. of the school’s Charter Agreement requires local, state, and national criminal background checks to be completed on all board members; national criminal background checks were not submitted for all board members during 2008-2009.

In 2008, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for two indicators - timeliness of initial evaluations for special education eligibility and quality of post-secondary transition goals for students with disabilities aged 14 and above – based on data collected for the 2006-2007 school year. The school was instructed to correct the noncompliance issue and was monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System. The IDOE found that the school had fully corrected areas of noncompliance in 2007-2008 and remained in compliance in all assessed areas in 2008-2009.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	MEETS STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	APPROACHING STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	DOES NOT MEET STANDARD
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	NOT EVALUATED⁴

⁴ The school was not evaluated on access and services to students with limited English proficiency.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For schools in their fourth year of operation, including FSA, site teams conducted a rigorous, three day visit that culminated in a summative evaluation indicating where each of the schools stood in relation to standards specified in the Performance Framework. The detailed Fourth-Year Reviews for each school are available on the Mayor's charter school website at www.indy.gov/mayor/charter.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	DOES NOT MEET STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	DOES NOT MEET STANDARD
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	DOES NOT MEET STANDARD
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	DOES NOT MEET STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	DOES NOT MEET STANDARD



HERRON HIGH SCHOOL

GRADES SERVED IN 2008-2009: 9-12
SCHOOL LEADER: JANET MCNEAL

HERRON HIGH SCHOOL (HHS) PROVIDES A CLASSICAL LIBERAL ARTS EDUCATION. THE SCHOOL'S CURRICULUM IS STRUCTURED AROUND AN ART HISTORY TIMELINE AND EMPHASIZES THE CLASSIC ART AND LITERATURE OF MANY CULTURES.

Figure A: Historical Enrollment at HHS

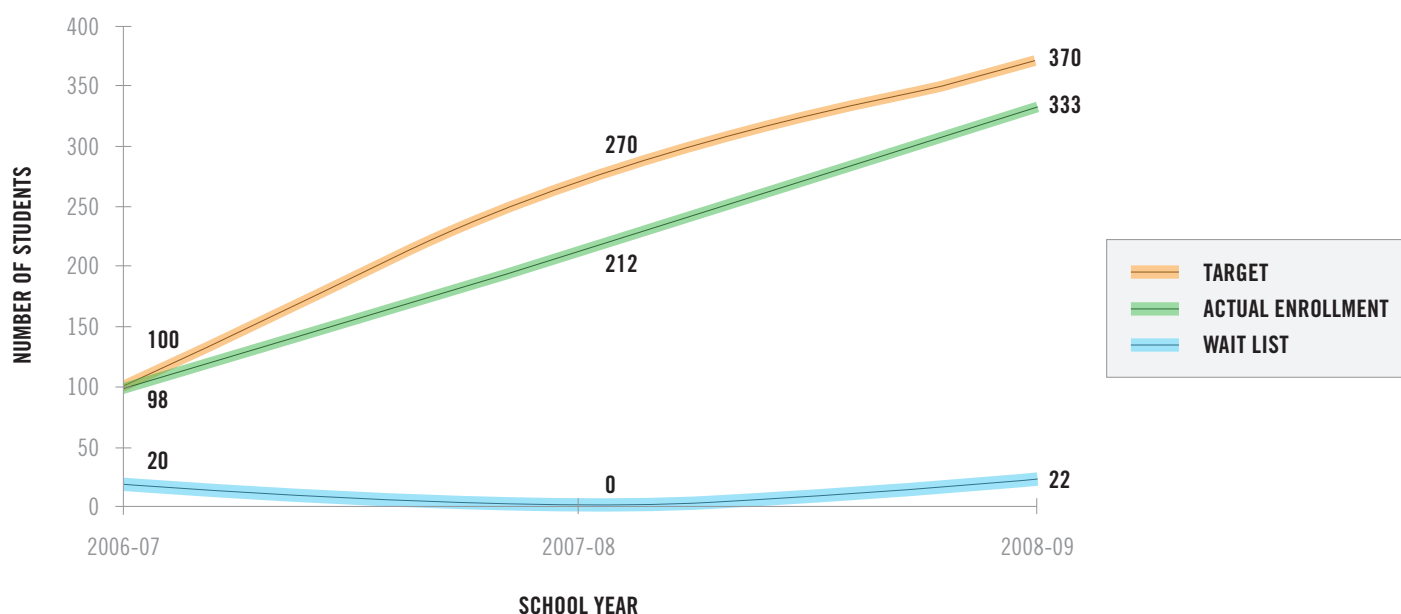
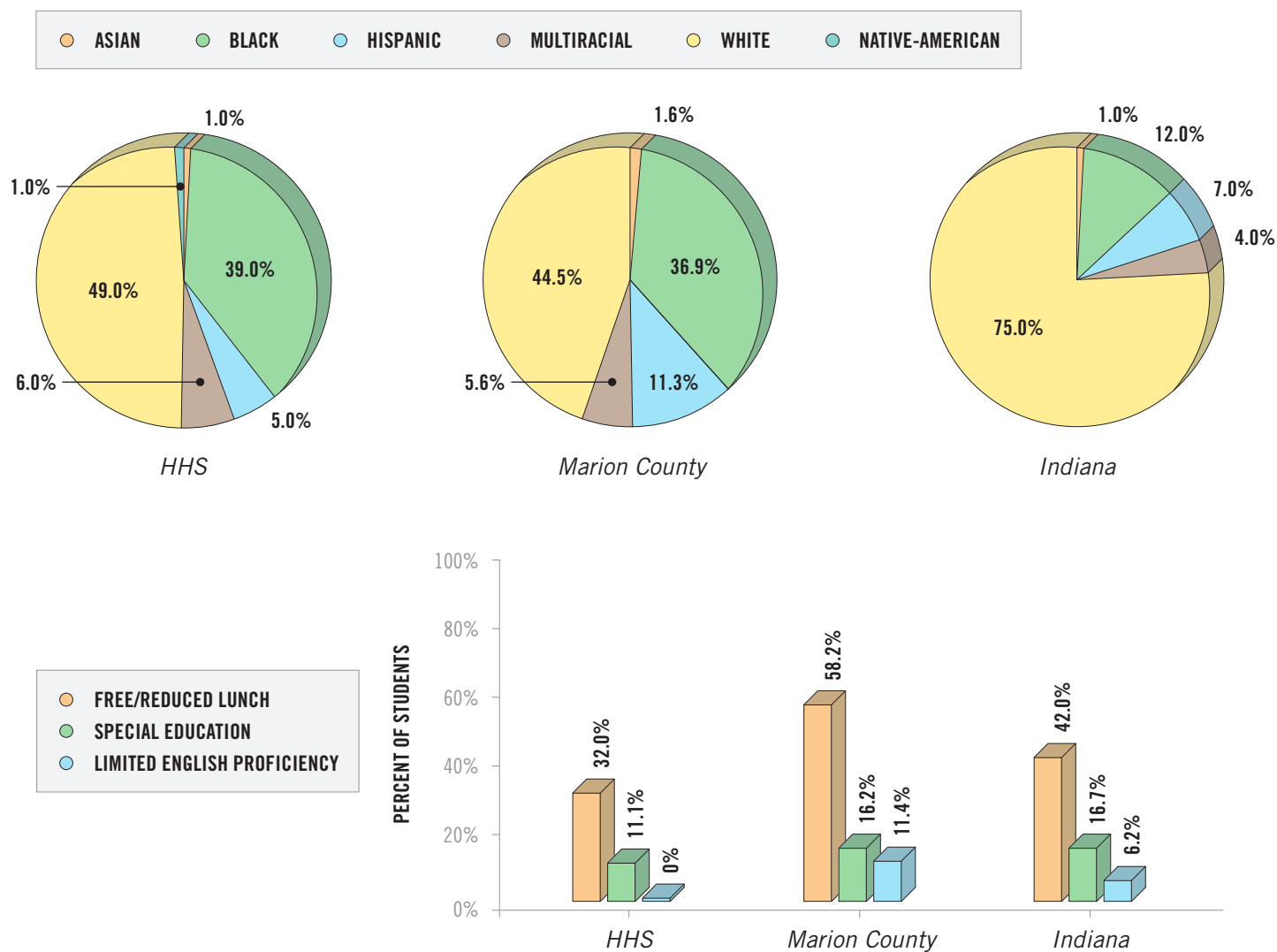
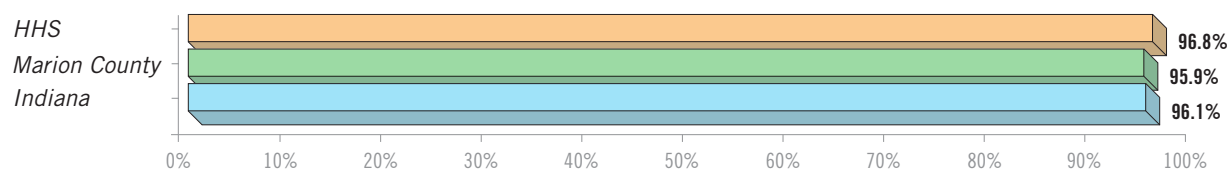


Figure B: Student Composition at HHS



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations
Herron High School made AYP in 13 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✓	✓	✓	✓	
White	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✓	13 out of 13
2007	✓	13 out of 13

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 19.6 percent in ISTEP+ pass rates and an overall pass rate of 71.1 percent to receive an 'Exemplary Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008	●				
2007			●		

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

Because ISTEP+ is not administered beyond grade 10 for accountability purposes, analyzing proficiency by time in school yields minimal information for schools serving students in grades 9-12. Thus, Figures F and G are not provided.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not be determined what proportion of students at HHS made sufficient progress to reach proficiency over time at the high school level. As a result, there is no Figure J for this school.

COMPARATIVE GAINS: HOW MUCH DID HHS STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at HHS with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where HHS students gained ground, lost ground or stayed even compared to their peers.

Figure H: HHS vs. Indiana Norms, Fall 2008 Through Spring 2009

	HHS Gains vs. Indiana Gains		Gained or Lost Ground		
	HHS GROWTH	INDIANA GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	0.6	1.0		-0.4	
9th grade	1.3	1.0		0.3	
10th grade	-0.2	1.0			-1.2
<i>Math</i>	3.7	3.0		0.7	
9th grade	3.9	3.0		0.9	
10th grade	3.5	3.0		0.5	
<i>Reading</i>	5.0	1.0	4.0		
9th grade	3.8	1.0	2.8		
10th grade	6.2	1.0	5.2		
TOTAL	3.1	1.7	1.4		

How to read this figure: For example, the first row under the Grade/Subject column is 9th grade language. The numbers in that row show that 9th grade students at HHS made an average gain of 1.3 points, compared to 1.0 points for the average Indiana student. These students "stayed even" compared to the average Indiana student because the difference in average gains were not statistically significant between HHS and Indiana for this grade and subject.

Figure I: HHS vs. National Norms, Fall 2008 Through Spring 2009

	HHS Gains vs. US Gains		Gained or Lost Ground		
	HHS GROWTH	US GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	0.6	1.0		-0.4	
9th grade	1.3	1.0		0.3	
10th grade	-0.2	1.0	-1.2		
<i>Math</i>	3.7	3.0		0.7	
9th grade	3.9	3.0		0.9	
10th grade	3.5	3.0		0.5	
<i>Reading</i>	5.0	2.0	3.0		
9th grade	3.8	2.0	1.8		
10th grade	6.2	2.0	4.2		
TOTAL	3.1	2.0	1.1		

How to read this figure: For example, the first row under the Grade/Subject column is 9th grade language. The numbers in that row show that 9th grade students at HHS made an average gain of 1.3 points, compared to 1.0 points for the average US student. These students “stayed even” compared to the average US student because the difference in average gains were not statistically significant between HHS and the US for this grade and subject.



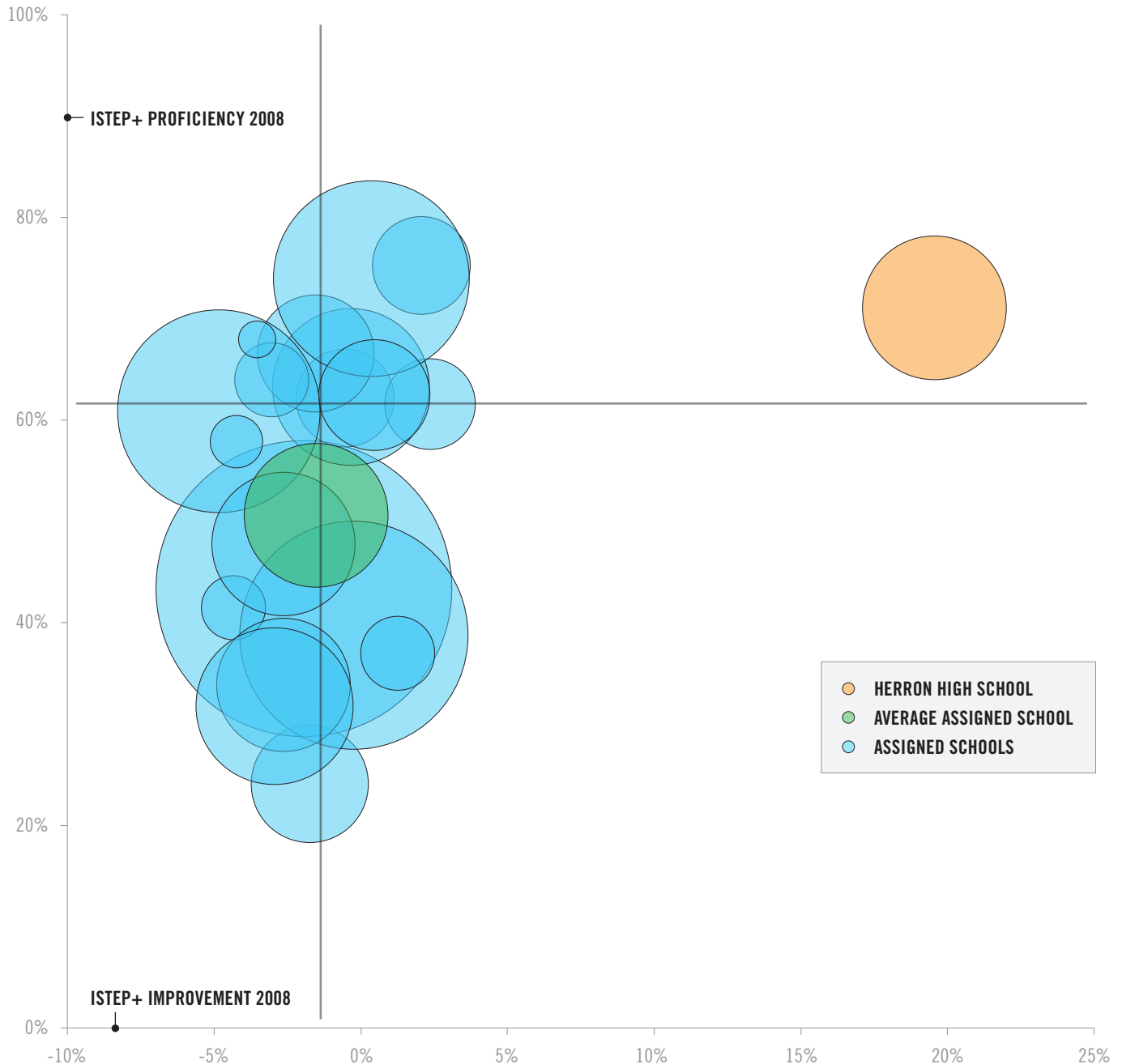
HHS WAS ONE OF THREE PUBLIC HIGH SCHOOLS IN MARION COUNTY TO MAKE AYP IN 2008, SUCCESSFULLY ACHIEVING PROGRESS IN 13 OF 13 CATEGORIES.



IS HHS OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of HHS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. HHS had a significantly higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. Additionally, HHS showed substantially more improvement than the average assigned schools.

Figure K: Performance of HHS vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend HHS. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of HHS. The size of each blue bubble is proportional to the number of HHS students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily in 2008-2009 with no significant problems.
BOARD GOVERNANCE	The Board's membership collectively contributes a broad skill set and fair representation of the community. Members are knowledgeable about the school, and Board meetings reflect thoughtful discussion and progress in the consideration of issues.
LEADERSHIP	The leadership displays exceptional academic and business expertise. Roles and responsibilities among leaders and between leaders and the Board are clear. The leadership actively engages in a process of continuous improvement which has led to enhancement of the school over time.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	88%
<i>Satisfied with...</i>	
Individual student attention	89%
Curriculum/academic program	97%
Class size	94%
Quality of teaching/instruction	93%
Opportunities for parent involvement	82%
School administration	84%
Teachers	94%
Services provided to students with special needs	51%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	83%
Return to this school	92%
OVERALL SATISFACTION	93%

Figure N: Staff Evaluation

Overall quality of education "very good" or "excellent"	96%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	83%
Teacher autonomy in the classroom	92%
Level of teacher involvement in school decisions	92%
Evaluation of teacher performance	67%
Opportunities for professional development	96%
Curriculum/academic program	100%
<i>School improvement efforts are...</i>	
Focused on student learning	92%
Based on research evidence	71%
<i>The school's principal...</i>	
Tracks student progress	96%
Works directly with teachers to improve instruction	71%
Makes expectations clear	92%
Communicates a clear vision	92%
<i>Likely to...</i>	
Return to the school	96%
OVERALL SATISFACTION	96%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Herron High School satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The school also met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), submitting most required reports in a timely manner. However, the school did not always provide the Mayor's Office with documentation of teacher licenses in a timely manner.

In 2008, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for two indicators - timeliness of initial evaluations for special education eligibility and quality of post-secondary transition goals for students with disabilities aged 14 and above - based on 2006-2007 data. In 2009, the DEL reviewed data from the 2007-2008 school year and found that HHS had not fully corrected problems with timeliness of initial evaluations. However, based on data from the 2008-2009 school year, the school is now operating in compliance in all areas assessed by the DEL.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

The school's ISTEP+ improvement percentage was the highest of any school in Marion County and the second highest in Indiana. The school is in sound fiscal health and is in the process of expanding. The school enjoys the oversight of an active and competent board and has leadership that is committed to continuous improvement and the success of students.

The school does an excellent job of preparing students for post-secondary options through rigorous coursework and extracurricular opportunities. Course work and activities are supported with adequate human and material resources. Herron High School uses learning standards and assessments to guide classroom instruction and make adjustments to their classical curriculum.

Human resource systems support the success of new staff members, professional development, and continued growth of teachers. The climate at the school is focused on learning and is conducive to student and staff success. Staff members at Herron High School continue to refine the classical curriculum to ensure that all teachers are implementing the model effectively. The school has also made significant changes to special education and English as a Second Language services and plans to continue growing in these areas.



IN 2008, HHS HAD THE GREATEST IMPROVEMENT IN ISTEP+ PASS RATES OF ALL PUBLIC SCHOOLS IN MARION COUNTY WITH AN INCREASE OF 19.6 PERCENTAGE POINTS. THE SCHOOL HAD THE SECOND HIGHEST IMPROVEMENT IN THE STATE.



HOPE ACADEMY

GRADES SERVED IN 2008-2009: 9-12
SCHOOL LEADER: GALE STONE

HOPE ACADEMY (HA) OFFERS A WELCOMING, CHALLENGING, AND SUPPORTIVE ACADEMIC ENVIRONMENT PROVIDED THROUGH A SMALL SCHOOL COMMUNITY HIGH SCHOOL MODEL, COMMITTED TO STUDENT RECOVERY FROM ALCOHOL AND SUBSTANCE ABUSE. THE MISSION OF THE SCHOOL IS TO PROVIDE A SAFE, SOBER, AND CHALLENGING SCHOOL EXPERIENCE FOR STUDENTS WHO SHARE A COMMITMENT TO ACADEMIC ACHIEVEMENT AND PERSONAL DEVELOPMENT.

Figure A: Historical Enrollment at HA

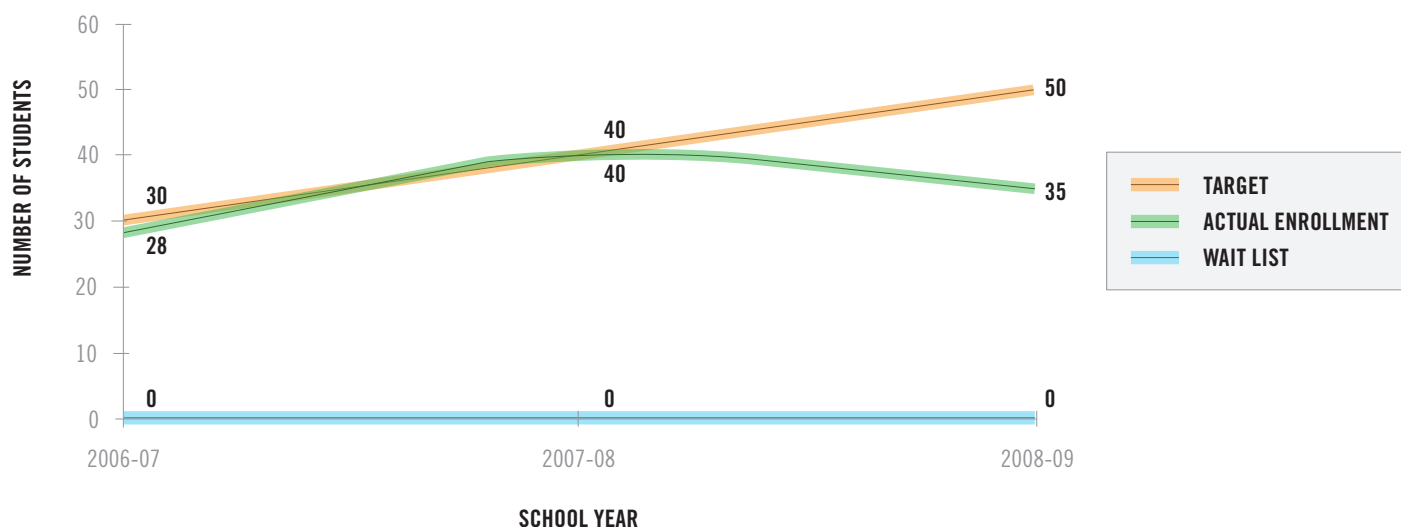
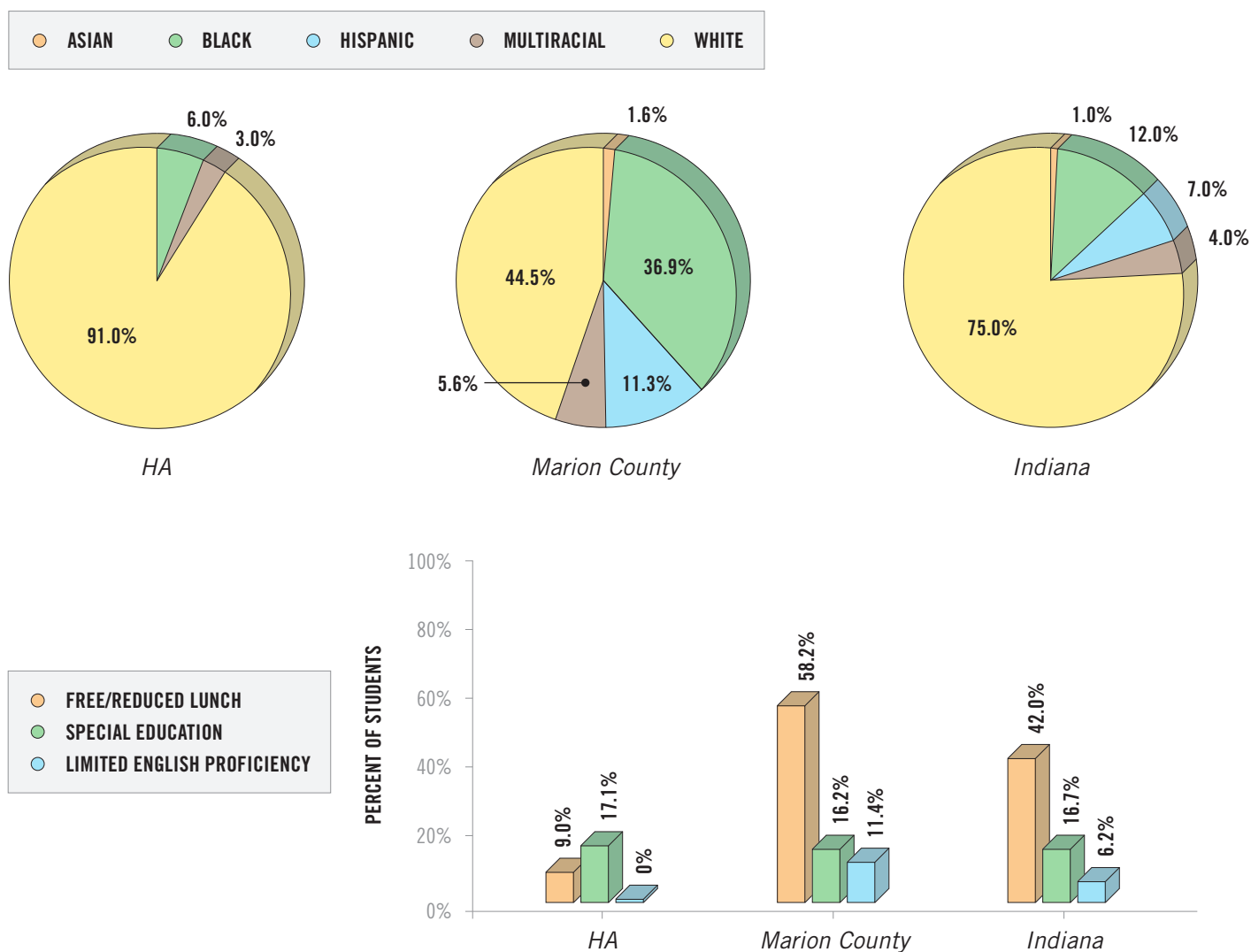
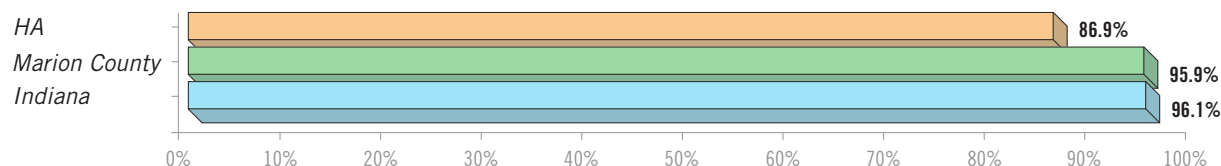


Figure B: Student Composition at HA



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Due to the small enrollment at Hope Academy, the IDOE did not issue an AYP determination for the school. Thus, there is no Figure C for the school.

PUBLIC LAW 221

In 2008, the school earned an overall pass rate of 66.7 percent to receive an 'Academic Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007	●				

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

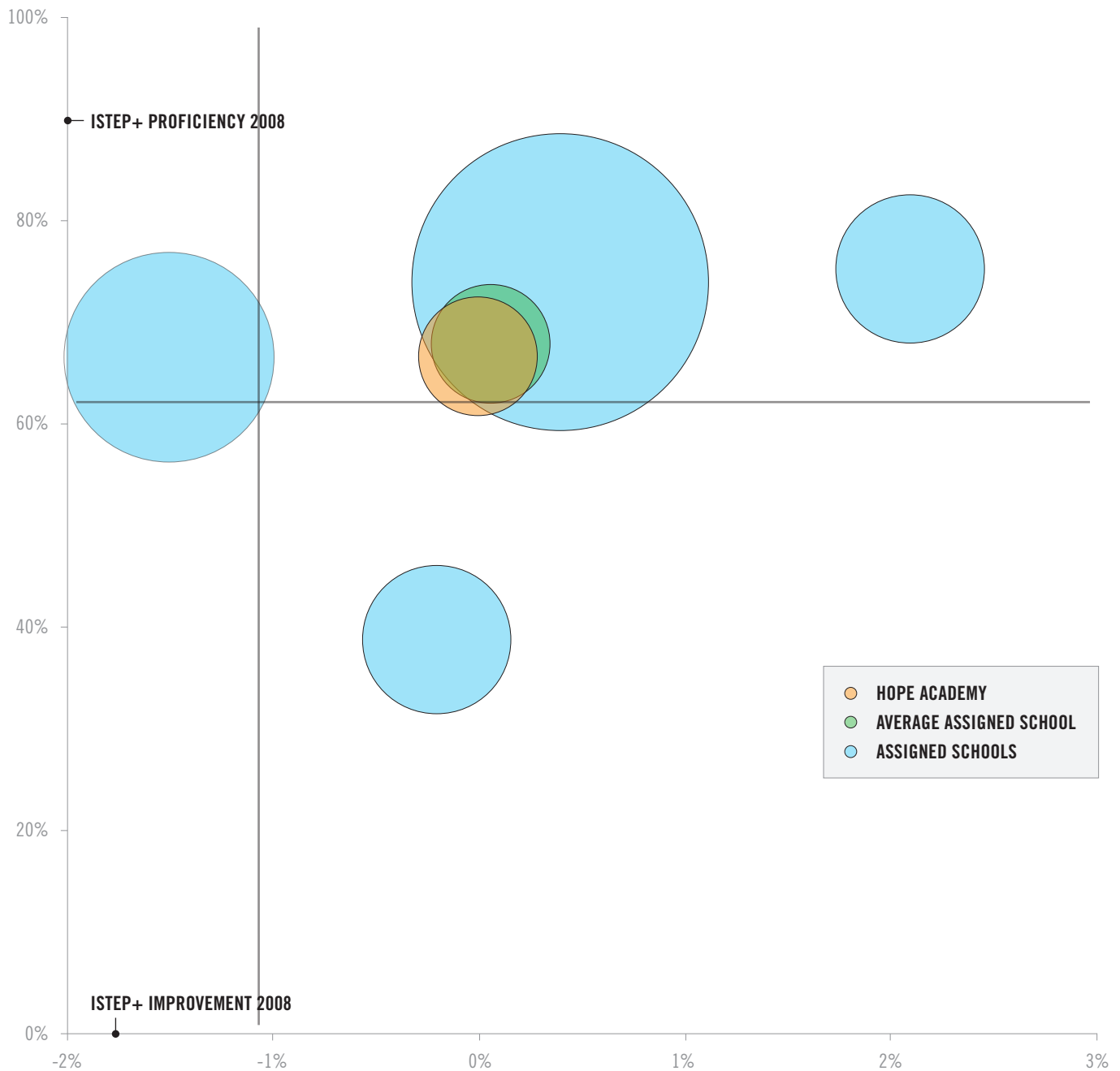
ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

This report does not include any ISTEP+ or NWEA MAP test scores for HA because fewer than 10 students took these tests in each grade and subject. This follows the IDOE's policy of not reporting performance data if there are fewer than 10 students tested. In addition, because NWEA does not publish proficiency levels for high school grades, it could not be determined what proportion of students at HA made sufficient progress to reach proficiency over time. As a result, there are no Figures F, G, H, I, or J for this school.

IS HOPE ACADEMY OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of HA to that of Marion County public schools students would have been assigned to attend, based on their place of residence. HA had a slightly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. Additionally, HA showed slightly less improvement than the average assigned schools.

Figure K: Performance of HA vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend HA. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of HA. The size of each blue bubble is proportional to the number of HA students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school is currently in satisfactory fiscal health, due to the financial management and support of Fairbanks. The school is highly dependent on financial support provided by Fairbanks. Concerns about the school's long-term fiscal health were mitigated somewhat by recent changes in how the state supports schools operated by hospitals for students in recovery. However, lower than expected enrollment is still cause for concern. Fairbanks remains committed and has identified strategies to provide the remaining support.
BOARD GOVERNANCE	The Board's membership collectively contributes a broad skill set and fair representation of the community. Members are knowledgeable about the school, and Board meetings reflect thoughtful discussion and progress in the consideration of issues.
LEADERSHIP	Roles and responsibilities among leaders and between leaders and the Board are clear. The leadership actively engages in a process of continuous improvement which has led to enhancement to the school over time.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	80%
<i>Satisfied with...</i>	
Individual student attention	100%
Curriculum/academic program	96%
Class size	100%
Quality of teaching/instruction	92%
Opportunities for parent involvement	88%
School administration	100%
Teachers	96%
Services provided to students with special needs	78%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	100%
Return to this school	75%
OVERALL SATISFACTION	96%

Figure N: Staff Evaluation

Overall quality of education "very good" or "excellent"	71%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	86%
Teacher autonomy in the classroom	86%
Level of teacher involvement in school decisions	86%
Evaluation of teacher performance	71%
Opportunities for professional development	86%
Curriculum/academic program	71%
<i>School improvement efforts are...</i>	
Focused on student learning	100%
Based on research evidence	57%
<i>The school's principal...</i>	
Tracks student progress	100%
Works directly with teachers to improve instruction	86%
Makes expectations clear	86%
Communicates a clear vision	100%
<i>Likely to...</i>	
Return to the school	86%
OVERALL SATISFACTION	86%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Hope Academy satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The school also met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), submitting all required reports in a timely manner.

In 2009, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) for two indicators - timeliness of initial evaluations for special education eligibility and quality of post-secondary transition goals for students with disabilities aged 14 and above - based on 2007-2008 data. The DEL reviewed data from the 2008-2009 school year and found that HA had fully corrected the issues and is now operating in compliance in all areas.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

Hope Academy continues to excel in helping students recover from addiction in a safe and supportive academic environment. Teachers and leaders form meaningful and lasting relationships with students and are highly committed to the success of students in the recovery process and in the classroom. Hope benefits from an active and competent board that lends significant financial support and guidance in every phase of the school's life. The academy leadership is competent and provides strong direction for the school. Parents are highly satisfied with the school.

Hope Academy continues to meet the needs of students with special needs. Hope Academy has developed adequate human resource systems to support and retain staff. Faculty and leaders are working to refine a rigorous, standards-driven academic curriculum to complement their effective recovery curriculum. The school continues to build systems that support student preparation for post-secondary options.



FACULTY AT HOPE ARE WORKING TO REFINE A RIGOROUS, STANDARDS-DRIVEN ACADEMIC PROGRAM TO COMPLEMENT THEIR EFFECTIVE RECOVERY CURRICULUM.





INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL

GRADES SERVED IN 2008-2009: K-8
SCHOOL LEADER: KELLI MARSHALL

TEACHERS AT INDIANAPOLIS LIGHTHOUSE CHARTER SCHOOL (ILCS) SEEK TO INFUSE FINE AND PERFORMING ARTS INTO RIGOROUS CORE ACADEMIC COURSES AND ENGAGE STUDENTS IN LEARNING IN A SCHOOL CULTURE THAT STRESSES RESPECT AND SAFETY. THE SCHOOL ALSO STRIVES TO INVOLVE PARENTS AND FAMILIES IN EACH STUDENT'S EDUCATION TO HELP THE STUDENTS ACQUIRE THE KNOWLEDGE, SKILLS, VALUES AND ATTITUDES TO BE RESPONSIBLE CITIZENS.

Figure A: Historical Enrollment at ILCS

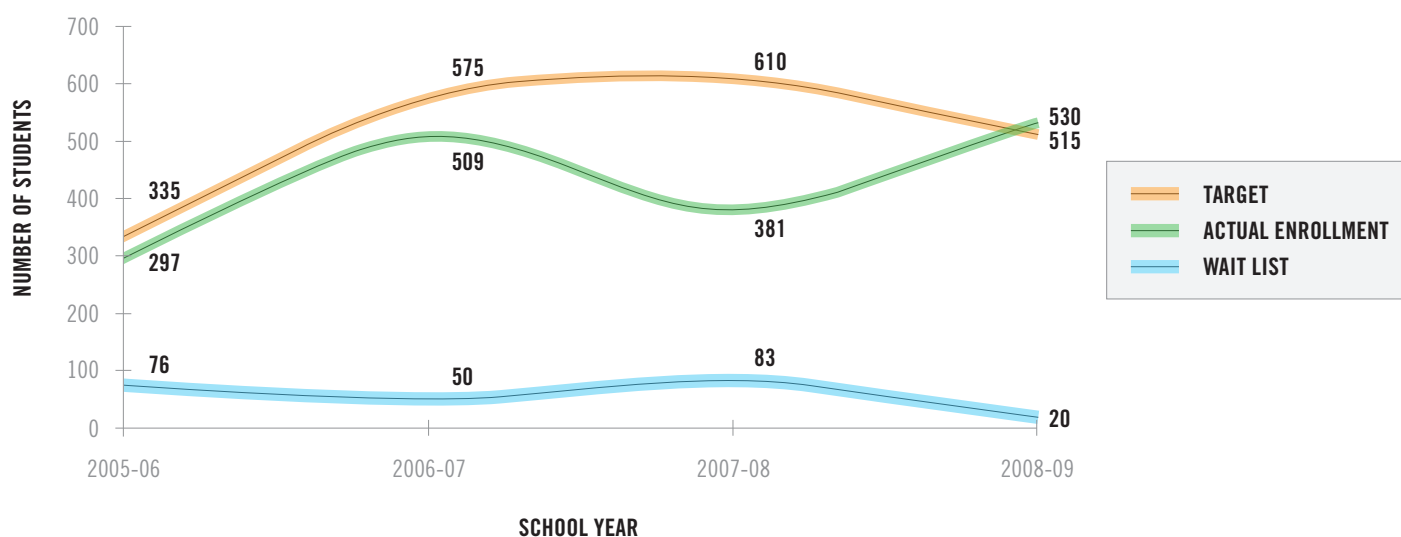
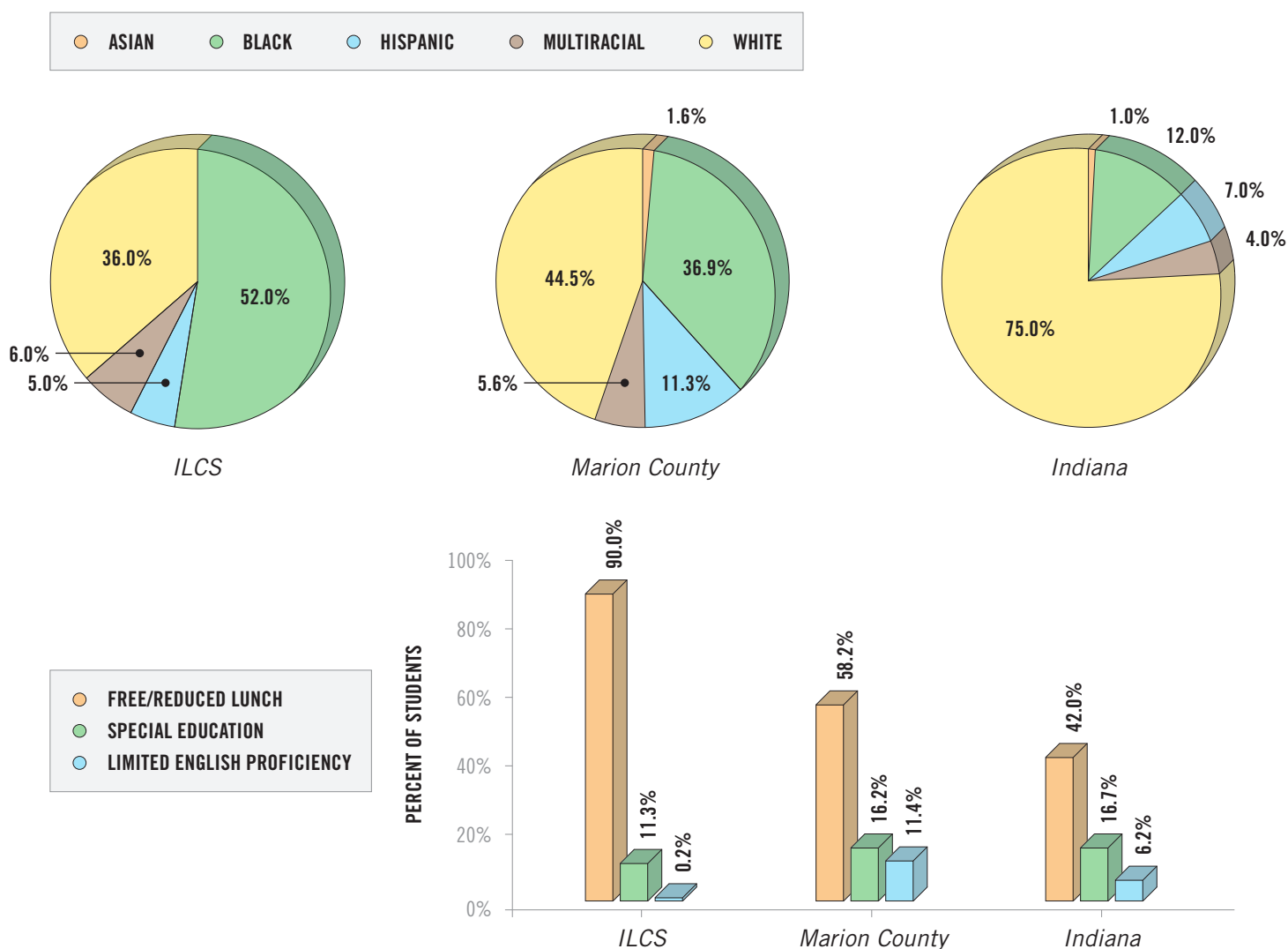
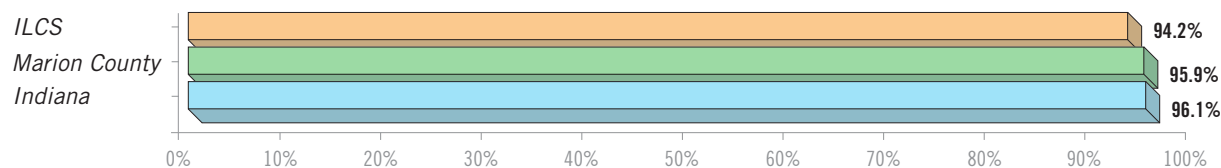


Figure B: Student Composition at ILCS



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Indianapolis Lighthouse Charter School did not make AYP in 2008, achieving only 8 out of 17 categories.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✗	✓	✓	✗
Black	✗	✗	✓	✓	
White	✗	✗	✓	✓	
Free/Reduced Lunch	✗	✗	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	8 out of 17
2007	✗	10 out of 17
2006	✗	15 out of 17

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 6.6 percent in ISTEP+ pass rates and an overall pass rate of 43.5 percent that would have resulted in an 'Exemplary Progress' placement, however because the school has not made AYP for two consecutive years, they are not eligible to receive a placement higher than 'Academic Progress'.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007			●		
2006	●				

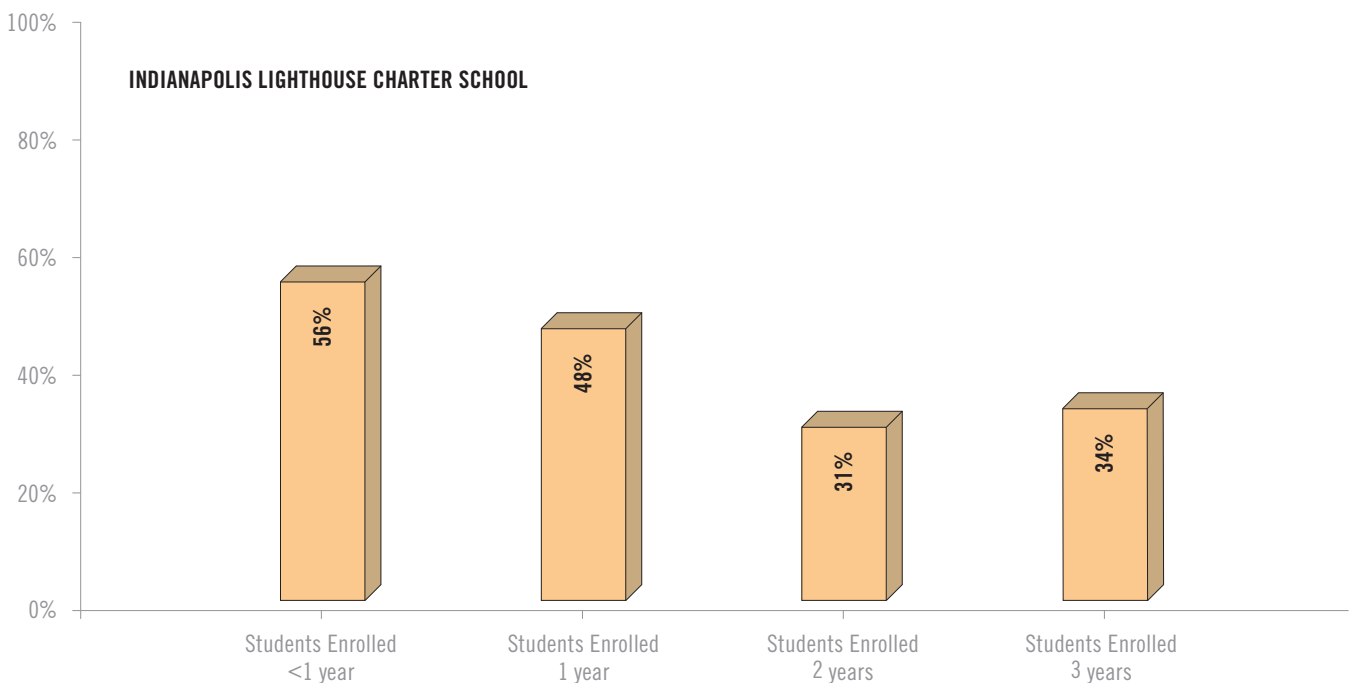
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at ILCS who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

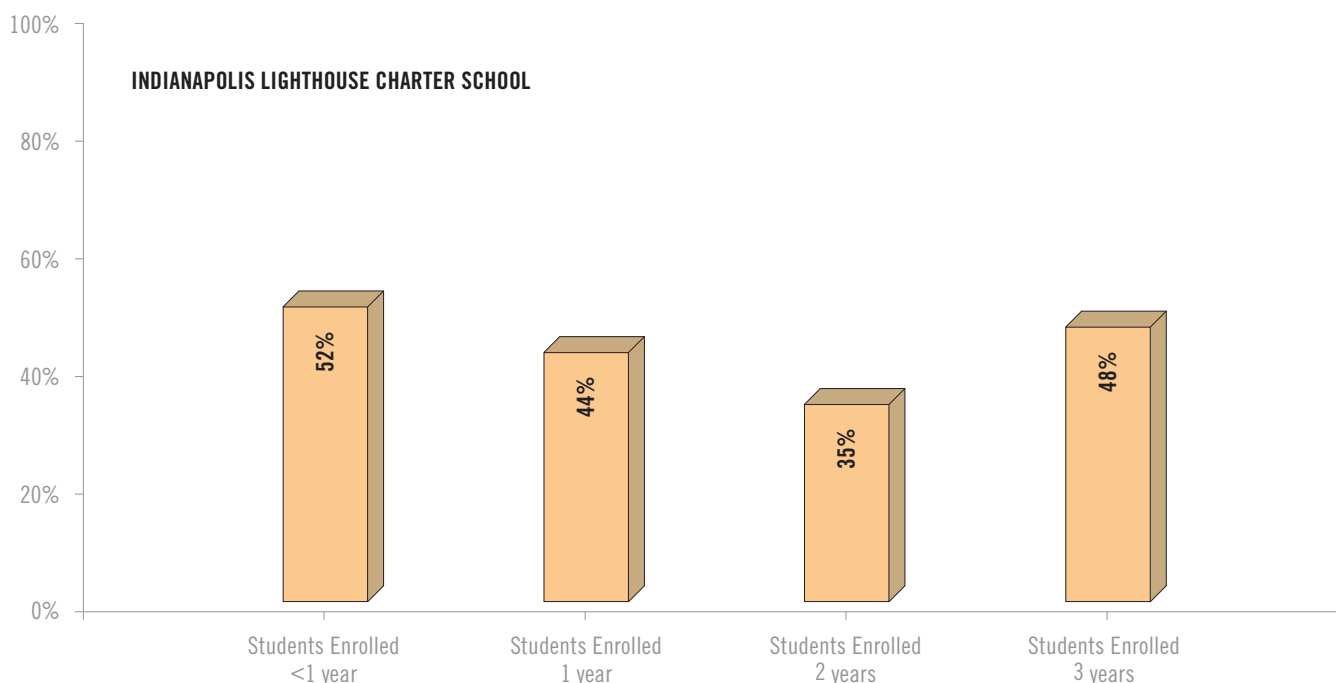
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at ILCS. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 56 percent of students who had been enrolled in ILCS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 48 percent of students who had been enrolled in ILCS for a full year passed the ISTEP+. Among students who had been enrolled for three years, 34 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 52 percent of students who had been enrolled in ILCS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 44 percent of students who had been enrolled in ILCS for a full year passed the ISTEP+. Among students who had been enrolled for three years, 48 percent passed ISTEP+.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID ILCS STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at ILCS with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where ILCS students gained ground, lost ground or stayed even compared to their peers.



ILCS' PRINCIPAL BRINGS A GREAT DEAL OF ADMINISTRATIVE EXPERIENCE TO THE SCHOOL AND HAS ESTABLISHED A CULTURE OF HIGH EXPECTATIONS FOR STUDENTS AND STAFF.

Figure H: ILCS vs. Indiana Norms, Fall 2008 Through Spring 2009

	ILCS Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	ILCS GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	6.7	6.9		-0.2	
2nd grade	13.2	14.0		-0.8	
3rd grade	12.9	8.0	4.9		
4th grade	5.7	6.0		-0.3	
5th grade	3.4	5.0			-1.6
6th grade	0.0	4.0			-4.0
7th grade	2.0	3.0			-1.0
8th grade	1.0	2.0			-1.0
Math	9.4	9.2		0.1	
2nd grade	12.5	14.0			-1.5
3rd grade	14.7	10.0	4.7		
4th grade	9.2	9.0		0.2	
5th grade	10.5	9.0	1.5		
6th grade	5.0	7.0			-2.0
7th grade	4.9	6.0			-1.1
8th grade	1.7	5.0			-3.3
Reading	7.0	7.1		-0.1	
2nd grade	11.1	13.0			-1.9
3rd grade	9.3	8.0	1.3		
4th grade	10.1	7.0	3.1		
5th grade	3.0	6.0			-3.0
6th grade	2.9	4.0			-1.1
7th grade	2.4	3.0		-0.6	
8th grade	5.4	3.0	2.4		
TOTAL	7.7	7.7		0	

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at ILCS made an average gain of 13.2 points, compared to 14.0 points for the average Indiana student. These students “stayed even” compared to the average Indiana student because there was no statistically significant difference between ILCS’s average gains for this grade and subject and the average Indiana gains.



IN 2008, ISTEP+ PASS RATES AT ILCS IMPROVED BY 6.6 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



Figure I: ILCS vs. National Norms, Fall 2008 Through Spring 2009

	ILCS Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	ILCS GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	6.7	7.2		-0.5	
2nd grade	13.2	14.0		-0.8	
3rd grade	12.9	9.0	3.9		
4th grade	5.7	6.0		-0.3	
5th grade	3.4	5.0			-1.6
6th grade	0.0	4.0			-4.0
7th grade	2.0	3.0			-1.0
8th grade	1.0	3.0			-2.0
<i>Math</i>	9.4	9.4		0.0	
2nd grade	12.5	14.0			-1.5
3rd grade	14.7	11.0	3.7		
4th grade	9.2	9.0		0.2	
5th grade	10.5	9.0	1.5		
6th grade	5.0	7.0			-2.0
7th grade	4.9	6.0			-1.1
8th grade	1.7	5.0			-3.3
<i>Reading</i>	7.0	7.1		-0.1	
2nd grade	11.1	13.0			-1.9
3rd grade	9.3	9.0		0.3	
4th grade	10.1	7.0	3.1		
5th grade	3.0	5.0			-2.0
6th grade	2.9	4.0			-1.1
7th grade	2.4	3.0		-0.6	
8th grade	5.4	3.0	2.4		
TOTAL	7.7	7.9		-0.2	

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at ILCS made an average gain of 13.2 points, compared to 14.0 points for the average US student. These students “stayed even” compared to the average US student because there was no statistically significant difference between ILCS’s average gains for this grade and subject and the average US gains.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, ILCS DEMONSTRATED MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

SUFFICIENT GAINS: WHAT PROPORTION OF ILCS STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student in a Mayor-sponsored charter school needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. Figure J displays the percentage of students across Mayor-sponsored charter schools that made sufficient gains within each subject and grade.

Figure J: ILCS Students Achieving Sufficient Gains to Become Proficient within Two Years

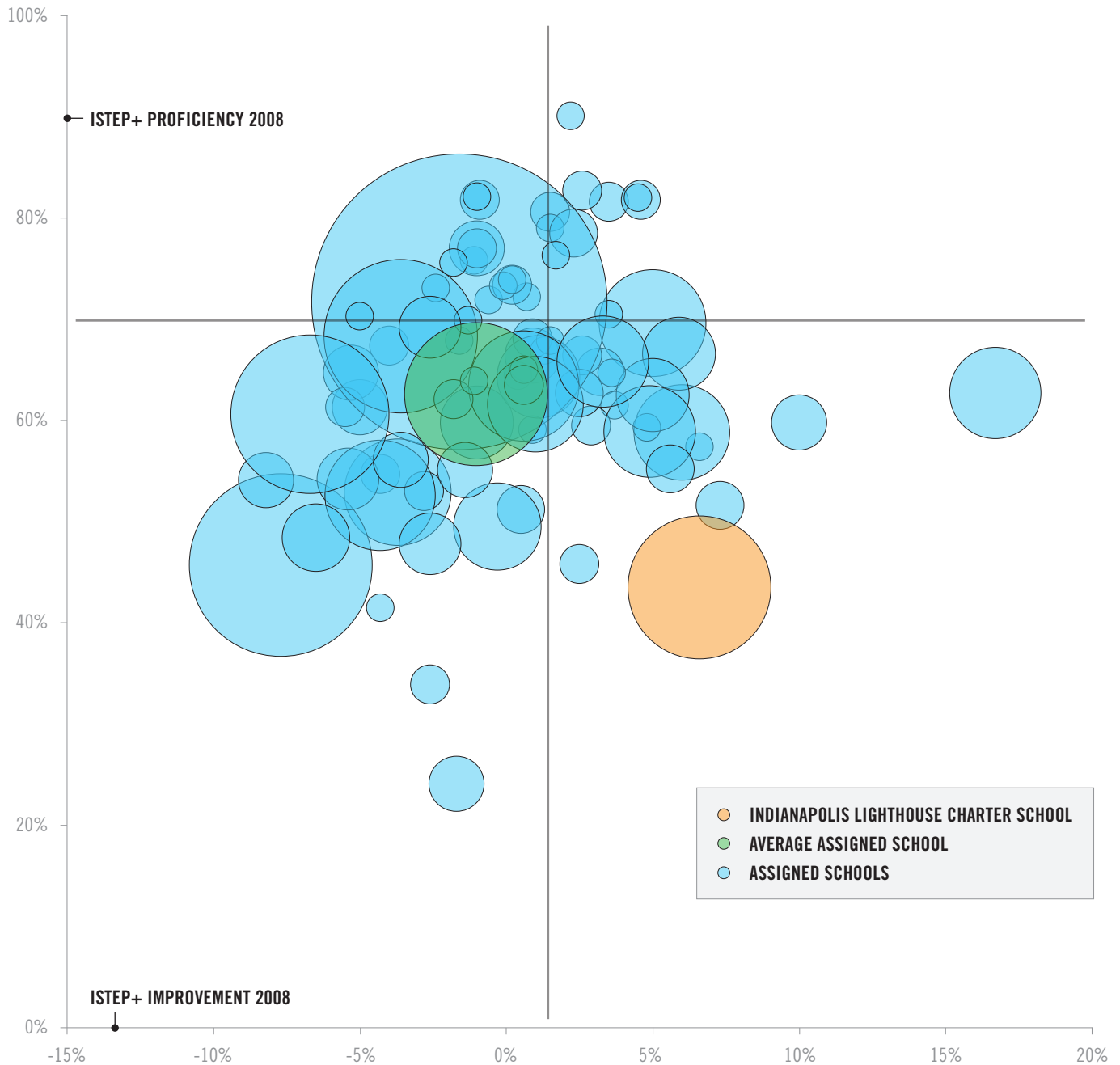


How to read this figure: For example, 2nd grade math shows 58 percent. This means that at their current rate of progress, 58 percent of 2nd graders enrolled at the Indianapolis Lighthouse Charter School during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

IS ILCS OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of ILCS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. ILCS had a lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. However, ILCS showed more improvement than the average assigned schools.

Figure K: Performance of ILCS vs. Assigned Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend ILCS. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of ILCS. The size of each blue bubble is proportional to the number of ILCS students who would have attended the school.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 1 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 1: Is the educational program a success?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	APPROACHING STANDARD
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	APPROACHING STANDARD

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily with support and oversight provided by Lighthouse Academies, Inc., the school's charter management organization. The school improved its financial position considerably this year by meeting enrollment projections and finding ways to bring expenses more closely in line with revenue. The school was examined by the Indiana State Board of Accounts (SBOA) for the time period of July 1, 2006 to June 30, 2008. The examination showed that the school has not rectified its unnecessary payment of sales tax on expenditures and it incurred a fee related to the late payment of a utility bill.
BOARD GOVERNANCE	Lighthouse Academies of Indiana (LAI) Board governs five schools across Indiana. It maintains a supportive relationship with and remains actively engaged in the operations at each of the LAI schools. Board members receive detailed reports from each principal and regional director in order to remain aware of the performance and developments at each school. Board meetings are conducted in full compliance with the Open Door Law. While existing members offer considerable business and academic expertise, the Board would benefit by adding additional members - perhaps with ties to the schools' local communities.
LEADERSHIP	The school had a new principal this year and added a second Director of Instruction. The new principal brings a great deal of school administrative experience and has established a culture of high expectations for students and staff. The leadership structure at the school, with Upper and Lower Academy Directors of Instruction, Principal, and LAI Regional Director, allowed for a greater distribution of responsibility and clarity of roles among the administration.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	63%
<i>Satisfied with...</i>	
Individual student attention	84%
Curriculum/academic program	81%
Class size	79%
Quality of teaching/instruction	85%
Opportunities for parent involvement	85%
School administration	80%
Teachers	85%
Services provided to students with special needs	36%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	63%
Return to this school	66%
OVERALL SATISFACTION	80%

Figure N: Staff Evaluation

Overall quality of education "very good" or "excellent"	37%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	63%
Teacher autonomy in the classroom	57%
Level of teacher involvement in school decisions	34%
Evaluation of teacher performance	49%
Opportunities for professional development	63%
Curriculum/academic program	69%
<i>School improvement efforts are...</i>	
Focused on student learning	89%
Based on research evidence	86%
<i>The school's principal...</i>	
Tracks student progress	83%
Works directly with teachers to improve instruction	40%
Makes expectations clear	69%
Communicates a clear vision	71%
<i>Likely to...</i>	
Return to the school	54%
OVERALL SATISFACTION	60%

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 2 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', 'Meets Standard', and 'Exceeds Standard'.

Core Question 2: Is the organization effective and well-run?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
2.1. Is the school in sound fiscal health?	APPROACHING STANDARD
2.2. Are the school's student enrollment, attendance and retention rates strong?	DOES NOT MEET STANDARD
2.3. Is the school's Board active and competent in its oversight?	APPROACHING STANDARD
2.4. Is there a high level of parent satisfaction with the school?	APPROACHING STANDARD
2.5. Is the school administration strong in its academic and organizational leadership?	APPROACHING STANDARD

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The school generally met its reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE). However, the school did not produce teacher licenses in a timely manner. The school had to replace a number of teachers throughout the school year, upon learning staff were not able to become appropriately licensed. The school has developed a process for determining whether staff are eligible for certification prior to their being hired. It will be critical going forward that this process be consistently implemented.

Indianapolis Lighthouse Charter School satisfied its obligations in 2008-2009 for compliance with laws and regulations with regard to providing access to students across Indianapolis. However, in August 2009 the school received notification of noncompliance on Indicator 11 from the IDOE's Division of Exceptional Learners (DEL) based on 2008-2009 data. Indicator 11 refers to students receiving an evaluation within 50 days of identification. The school was instructed to immediately correct the noncompliance issue and will be monitored by DEL in accordance with its Continuous Improvement and Focused Monitoring System.

FOURTH YEAR CHARTER REVIEW

The Mayor's Office determines how well schools in their fourth year are meeting the standards in Question 3 of the Performance Framework. Possible ratings for this question include 'Does Not Meet Standard', 'Approaching Standard', and 'Meets Standard'.

Core Question 3: Is the school meeting its operations and access obligations?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	APPROACHING STANDARD
3.2. Is the school's physical plant safe and conducive to learning?	APPROACHING STANDARD
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	MEETS STANDARD
3.4. Is the school properly maintaining special education files for its special needs students?	APPROACHING STANDARD

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

For schools in their fourth year of operation, including ILCS, site teams conducted a rigorous, three day visit that culminated in a summative evaluation indicating where each of the schools stood in relation to standards specified in the Performance Framework. The detailed Fourth-Year Reviews for each school are available on the Mayor's charter school website at www.indy.gov/mayor/charter.

Core Question 4: Is the school providing the appropriate conditions for success?

<i>Ratings From Fourth Year Charter Review</i>	<i>Finding</i>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	APPROACHING STANDARD
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	APPROACHING STANDARD
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	MEETS STANDARD
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	APPROACHING STANDARD
4.6. Is the school's mission clearly understood by all stakeholders?	MEETS STANDARD
4.7. Is the school climate conducive to student and staff success?	DOES NOT MEET STANDARD
4.8. Is ongoing communication with students and parents clear and helpful?	MEETS STANDARD



INDIANAPOLIS METROPOLITAN HIGH SCHOOL

GRADES SERVED IN 2008-2009: 9-12
SCHOOL LEADER: SCOTT BESS

THROUGH ITS SMALL SIZE, THE INDIANAPOLIS METROPOLITAN HIGH SCHOOL (MET) ATTEMPTS TO ENSURE THAT EVERY STUDENT HAS GENUINE, INDIVIDUALIZED RELATIONSHIPS WITH TEACHERS AND OTHER ADULTS, AND THAT EVERY STUDENT BECOMES A SELF-DIRECTED LEARNER. THE SCHOOL'S GOAL IS TO PROVIDE A UNIQUE, PERSONALIZED EDUCATION FOR STUDENTS WORKING TOWARD A HIGH SCHOOL DIPLOMA.

Figure A: Historical Enrollment at MET

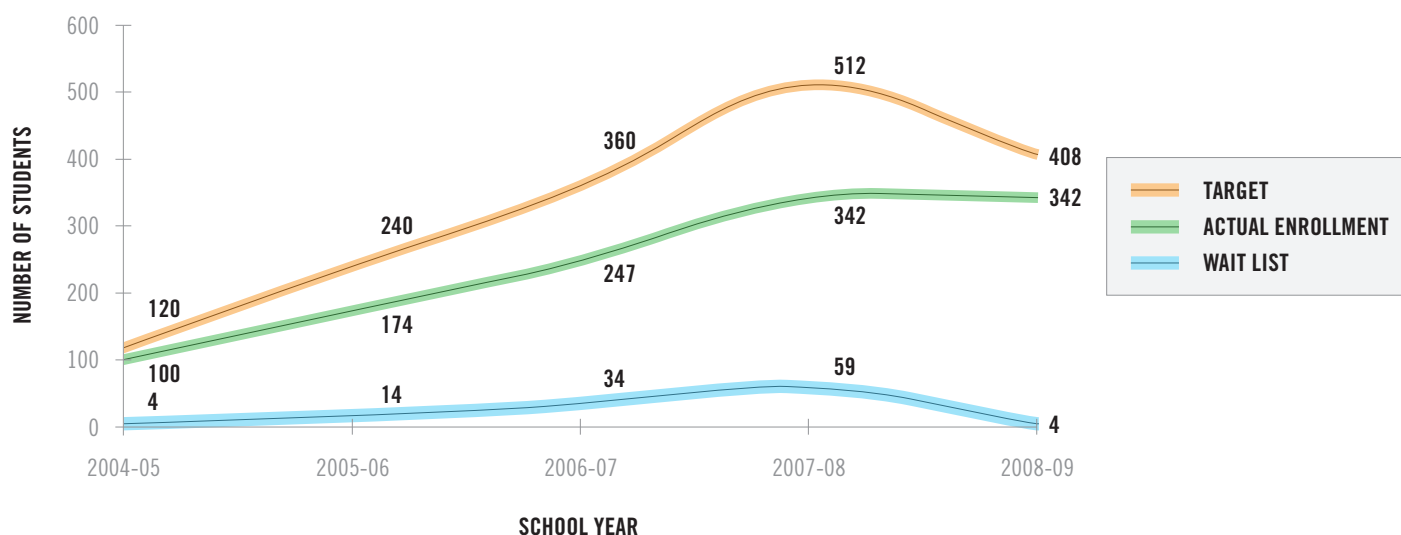
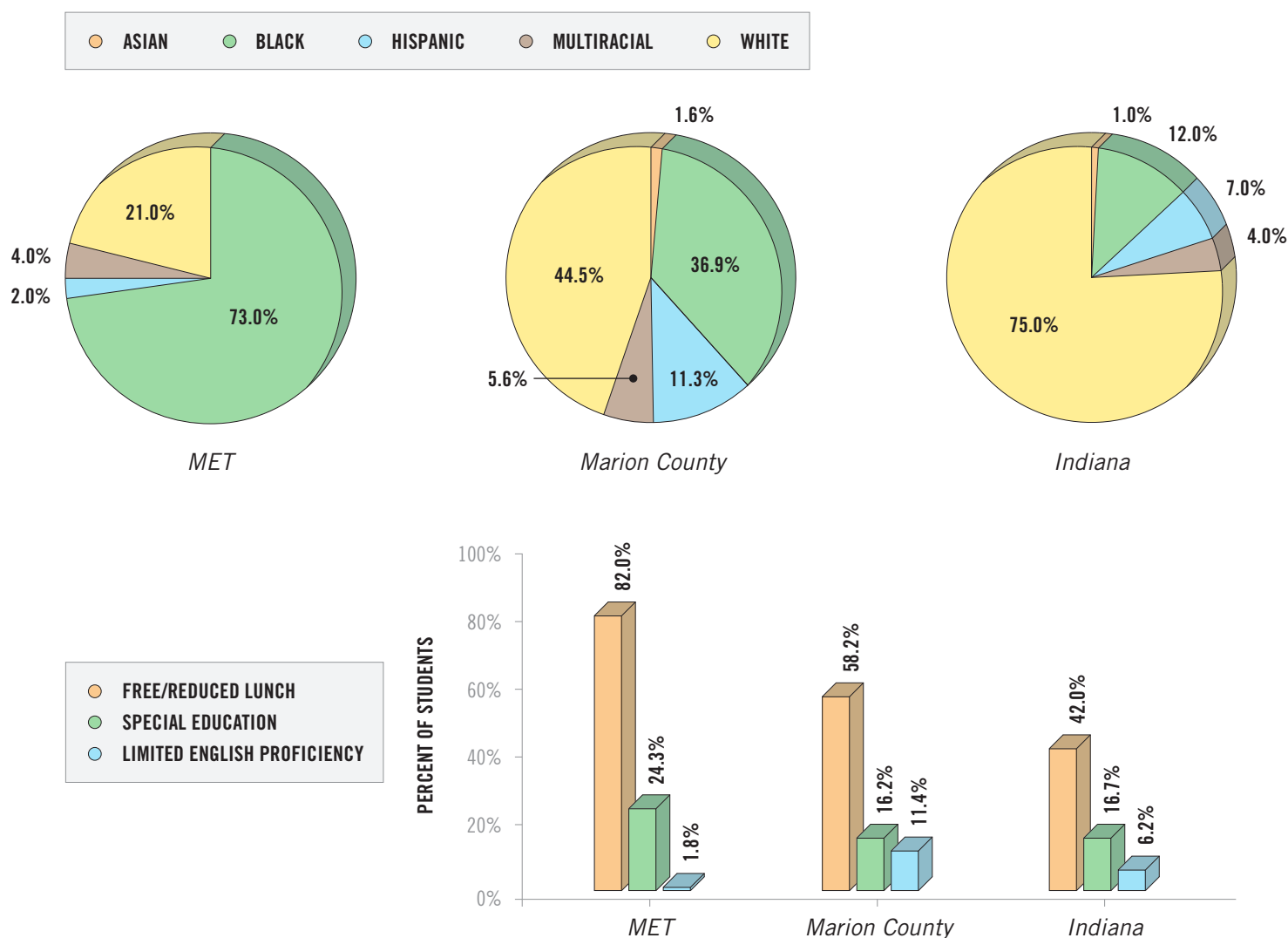
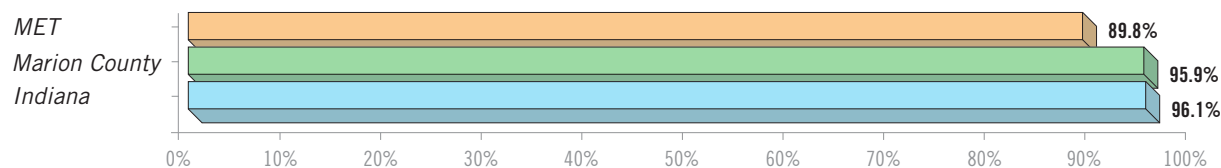


Figure B: Student Composition at MET



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Indianapolis Metropolitan High School made AYP in 2 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	X	X	✓	✓	X
Black	X	X	X	X	
White	X	X	X	X	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	X	2 out of 13
2007	Undetermined*	Undetermined*
2006	X	3 out of 10
2005	X	2 out of 8

*The IDOE has not yet assigned an AYP rating for the 2007-2008 school year due to the merger of the charters for Indianapolis Metropolitan Career Academies 1 and 2 during the summer of 2007.

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 3.0 percent in ISTEP+ pass rates and an overall pass rate of 24.6 percent to receive an 'Academic Watch' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008				●	
2007*					
2006				● *	● *
2005		● **			● **

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

*The IDOE has not yet assigned a PL 221 rating for the 2007-2008 school year due to the merger of the charters for Indianapolis Metropolitan Career Academies 1 and 2 during the summer of 2007.

**The ratings for 2005 and 2006 reflect the performance of each school prior to the merger.

2008 GRADUATION RATE

In 2008, the 4-year graduation rate at the MET was 57.6%; 34.8% of the senior class re-enrolled at the MET in 2009.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

Because ISTEP+ is not administered beyond grade 10 for accountability purposes, analyzing proficiency by time in school yields minimal information for schools serving students in grades 9-12. Thus, Figures F and G are not provided.



83% OF THE 2009 GRADUATING CLASS AT THE MET ENROLLED IN 2- OR 4-YEAR COLLEGES. IN ADDITION, THE CLASS OF 2009 EARNED OVER \$1 MILLION IN SCHOLARSHIPS COLLECTIVELY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

Because NWEA does not publish proficiency levels for high school grades, it could not be determined what proportion of students at MET made sufficient progress to reach proficiency over time at the high school level. As a result, there is no Figure J for this school.

COMPARATIVE GAINS: HOW MUCH DID MET STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at MET with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where MET students gained ground, lost ground or stayed even compared to their peers.

Figure H: MET vs. Indiana Norms, Fall 2008 Through Spring 2009

	MET Gains vs. Indiana Gains		Gained or Lost Ground		
	MET GROWTH	INDIANA GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	3.6	1.0	2.6		
9th grade	6.2	1.0	5.2		
10th grade	4.4	1.0	3.4		
<i>Math</i>	3.7	3.0		0.7	
9th grade	5.9	3.0	2.9		
10th grade	2.7	3.0		-0.3	
<i>Reading</i>	4.7	1.0	3.7		
9th grade	6.4	1.0	5.4		
10th grade	4.4	1.0	3.4		
TOTAL	4.0	1.7	2.3		

How to read this figure: For example, the first row under the Grade/Subject column is 9th grade language. The numbers in that row show that 9th grade students at MET made an average gain of 6.2 points compared to 1.0 points for the average Indiana student. These students "gained ground" compared to the average Indiana student because their scores were 5.2 points higher. A rating of "stayed even" means that the difference in average gains were not statistically significant between MET and Indiana for this grade and subject.



BASED ON RESULTS FROM NWEA MAP TESTS, STUDENTS AT THE MET ACHIEVED MORE GROWTH IN 2008-09 THAN THEIR STATE AND NATIONAL PEERS.

Figure I: MET vs. National Norms, Fall 2008 through Spring 2009

	MET Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	MET GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	3.6	1.0	2.6		
9th grade	6.2	1.0	5.2		
10th grade	4.4	1.0	3.4		
<i>Math</i>	3.7	3.0		0.7	
9th grade	5.9	3.0	2.9		
10th grade	2.7	3.0		-0.3	
<i>Reading</i>	4.7	1.9	2.8		
9th grade	6.4	2.0	4.4		
10th grade	4.4	2.0	2.4		
TOTAL	4.0	2.0	2.0		

How to read this figure: For example, the first row under the Grade/Subject column is 9th grade language. The numbers in that row show that 9th grade students at MET made an average gain of 6.2 points compared to 1.0 points for the average US student. These students “gained ground” compared to the average Indiana student because their scores were 5.2 points higher. A rating of “stayed even” means that the difference in average gains were not statistically significant between MET and US for this grade and subject.



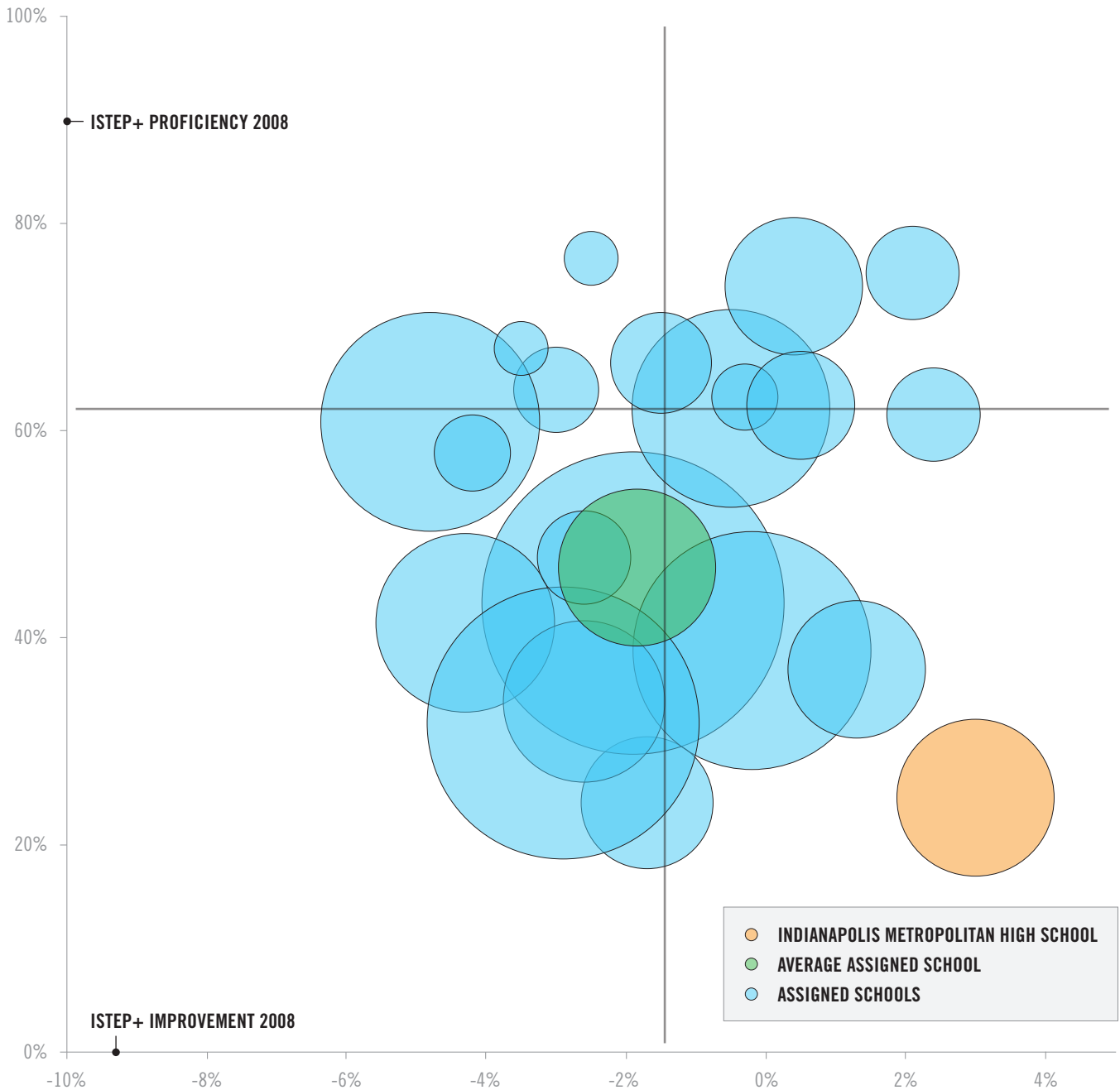
WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, THE MET SHOWED CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.



IS MET OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of MET to that of Marion County public schools students would have been assigned to attend, based on their place of residence. MET had a lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. However, MET showed significantly more improvement than the average assigned schools.

Figure K: Performance of MET vs. Assigned Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend MET. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of MET. The size of each blue bubble is proportional to the number of MET students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school consistently maintained an adequate level of cash reserves and achieved a balanced budget, due in part to the support provided by Goodwill Industries of Central Indiana. The school's financial management systems are highly effective, combining the services of an outside accounting firm with staff support provided by Goodwill. Additionally, the Board of Directors and school administration actively sought and obtained considerable levels of private funding to support school operations and further its mission. The school consistently fulfilled all financial reporting requirements.
BOARD GOVERNANCE	The Board offers a rich diversity of perspectives, expertise, and talents. Each member displays an intimate familiarity with the school's model, structure, and academic program – allowing them to engage in thoughtful discussion and make well-informed decisions. Members are committed to the school's continued success and advancement, particularly in the areas of fundraising and student performance. The Board consistently conducts business in full compliance with the requirements of the Open Door Law.
LEADERSHIP	The administrative structure at the school is highly effective, with clearly delineated roles and responsibilities established for each member of the management team. The school's Chief Executive Officer demonstrates high-levels of creativity, business expertise, and leadership, while the four grade level principals provide ample academic experience. The administration has established a culture of high expectations and commitment to the individual needs of everyone at the school.



THE ADMINISTRATIVE STRUCTURE AT THE MET IS HIGHLY EFFECTIVE, WITH CLEARLY DELINEATED ROLES AND RESPONSIBILITIES ESTABLISHED FOR EACH MEMBER OF THE MANAGEMENT TEAM.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	85%
<i>Satisfied with...</i>	
Individual student attention	98%
Curriculum/academic program	95%
Class size	97%
Quality of teaching/instruction	92%
Opportunities for parent involvement	92%
School administration	93%
Teachers	97%
Services provided to students with special needs	79%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	87%
Return to this school	89%
OVERALL SATISFACTION	92%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	44%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	56%
Teacher autonomy in the classroom	85%
Level of teacher involvement in school decisions	41%
Evaluation of teacher performance	47%
Opportunities for professional development	41%
Curriculum/academic program	53%
<i>School improvement efforts are...</i>	
Focused on student learning	68%
Based on research evidence	50%
<i>The school’s principal...</i>	
Tracks student progress	76%
Works directly with teachers to improve instruction	68%
Makes expectations clear	71%
Communicates a clear vision	68%
<i>Likely to...</i>	
Return to the school	76%
OVERALL SATISFACTION	62%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Indianapolis Metropolitan High School satisfied its obligations in 2008-2009 for compliance with laws and regulations and in providing access to students across Indianapolis. The Mayor’s Office’s internal systems did not indicate any significant concerns related to these obligations. A team of experts was retained to review the school’s special education files. According to the team, the school has done an excellent job developing, implementing, and measuring transition goals for students who require them. Additionally the team commended the school for retaining students with special needs, which is important given these students represent nearly one-fourth of the school population. The team noted that while all files were in compliance, parental notification letters is an area of weakness that will need to be addressed going forward.

The school executed compliance and reporting related activities satisfactorily, submitting required materials on time and maintaining an orderly compliance binder. However, the school occasionally struggled with producing teachers’ licenses in a timely manner.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

The school has a strong relationship with students and their families. Advisors take time to get to know students both academically and personally. Another strength of the school is the preparation for college students receive. The opportunity to take dual-credit classes, internships, and general preparation for living a productive, meaningful life are seen as assets of the school.

Teachers appreciate the freedom, flexibility, autonomy, and opportunity to be creative in their classrooms. Many stakeholders shared their satisfaction with the school's curriculum. In particular, stakeholders praised the tutoring program, student exhibitions, and the school's independent learning opportunities. Additionally, many stakeholders commented on the individualization of instruction and the amount of one-on-one time students have with teachers and other instructional staff.

Although many positive comments about the curriculum were made, stakeholders would like to see increased challenge and rigor in day-to-day activities, more course options, better student assessments, more academic resources, an increased focus on 21st-century skills, and a shared resource for independent projects.

Stakeholders generally perceived the reorganization of the administration as positive. However, stakeholders felt that leaders could do a better job sharing a common vision, be more consistent across schools, and increase accountability for staff. The school rules were also mentioned regularly from all stakeholders as needing improvement. Consistent enforcement of rules including uniforms and technology, among others, is seen as an important need. Stakeholders all agreed that a published set of rules and expectations at every grade level is important.



THE BOARD OF DIRECTORS AT THE MET IS ACTIVELY ENGAGED IN THE SCHOOL AND IS COMMITTED TO THE SCHOOL'S CONTINUED SUCCESS—PARTICULARLY IN THE AREAS OF FUNDRAISING AND ACADEMIC PERFORMANCE.



THE INDIANAPOLIS PROJECT SCHOOL

GRADES SERVED IN 2008-2009: K-6
SCHOOL LEADER: TARREY BANKS

THE INDIANAPOLIS PROJECT SCHOOL (TPS) SEEKS TO END THE PREDICTIVE VALUES OF RACE, CLASS, LANGUAGE, GENDER, AND SPECIAL CAPACITIES ON STUDENT SUCCESS IN SCHOOLS AND COMMUNITIES, BY WORKING TOGETHER WITH FAMILIES AND COMMUNITIES TO ENSURE EACH CHILD'S SUCCESS.

Figure A: Historical Enrollment at TPS

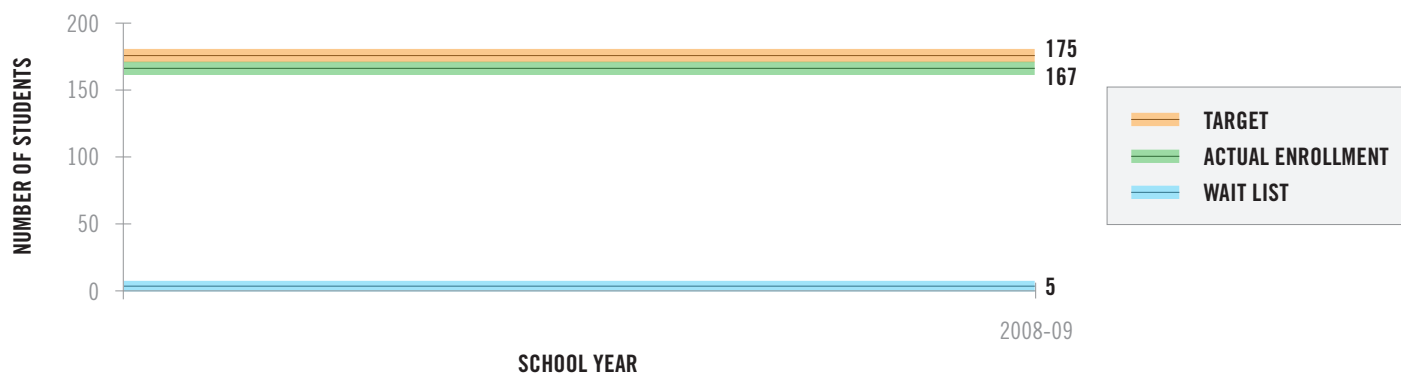
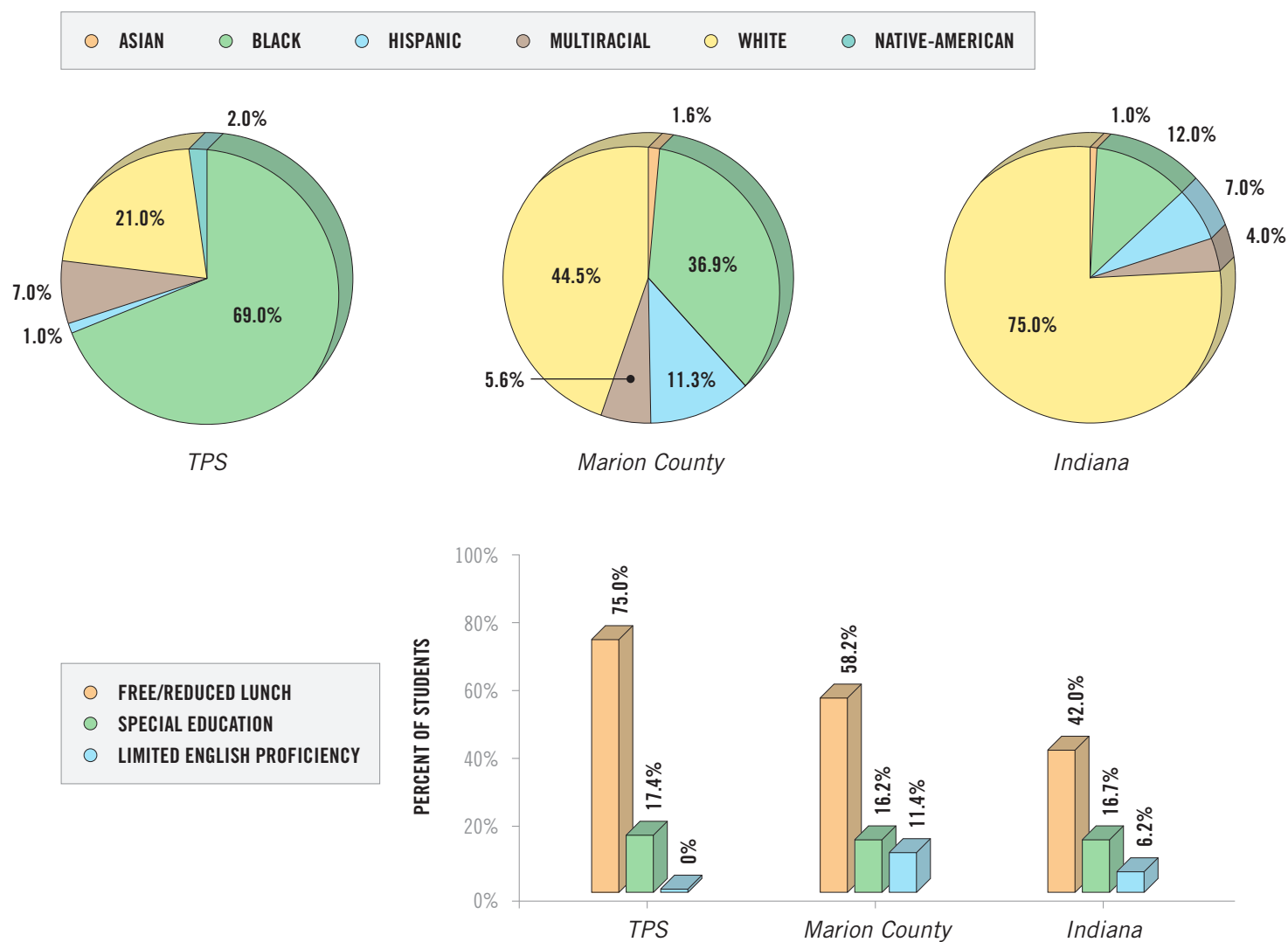
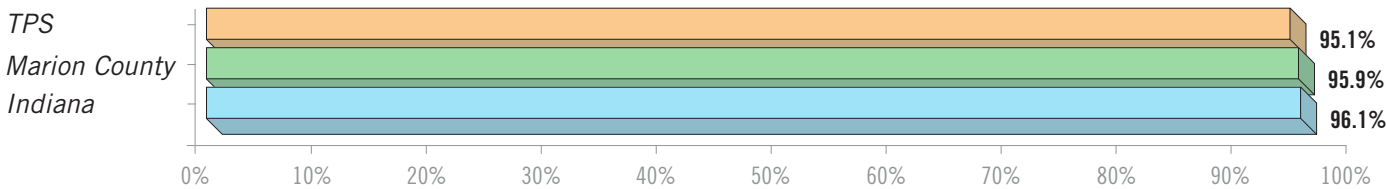


Figure B: Student Composition at TPS



2008-09 Attendance Rate



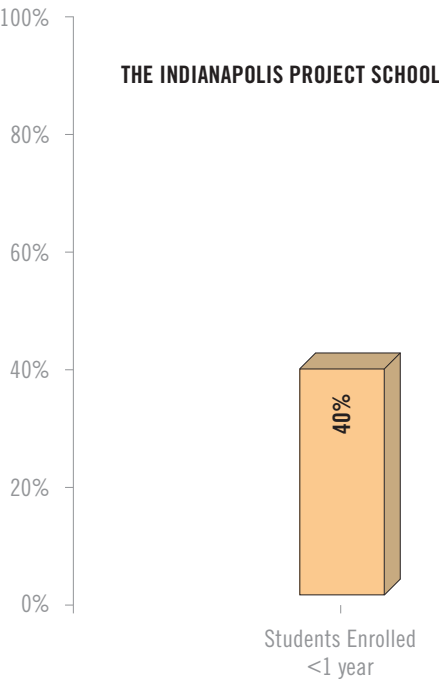
QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS AND PUBLIC LAW 221

Because 2008-2009 was TPS's first year in operation, it did not receive an Adequate Yearly Progress (AYP) rating or Public Law (PL) 221 category placement. As a result, there are no Figures C or K or a PL 221 rating for this school.

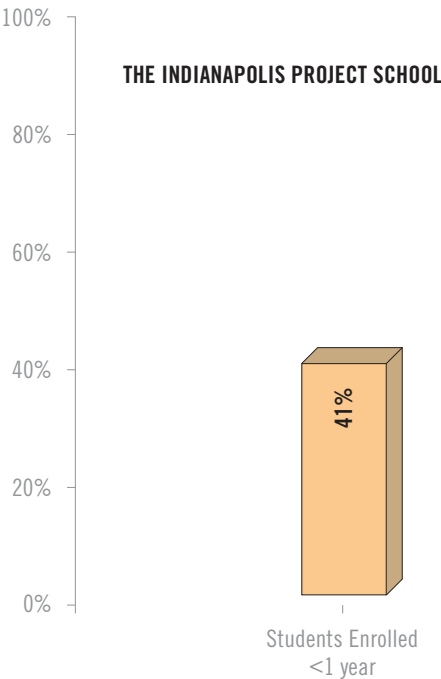
ISTEP+ RESULTS: ACADEMIC PERFORMANCE

Figure F:
ISTEP+ Proficiency: Mathematics



How to read this figure: In 2008, 40 percent of students enrolled in TPS in the fall of 2008 passed the ISTEP+ in mathematics. Because the school was in its first year of operation, this means the students had only been enrolled at TPS for a few weeks prior to taking ISTEP+.

Figure G:
ISTEP+ Proficiency: English/Language Arts



How to read this figure: In 2008, 41 percent of students enrolled in TPS in the fall of 2008 passed the ISTEP+ in English/language arts. Because the school was in its first year of operation, this means the students had only been enrolled at TPS for a few weeks prior to taking ISTEP+.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID TPS STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at TPS with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where TPS students gained ground, lost ground or stayed even compared to their peers.

Figure H: TPS vs. Indiana Norms, Fall 2008 through Spring 2009

	TPS Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	TPS GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
Language	2.5	7.5			-5.0
2nd grade	5.5	14.0			-8.5
3rd grade	0.6	8.0			-7.4
4th grade	2.1	6.0			-4.0
5th grade	3.2	5.0			-1.8
6th grade	0.3	4.0			-3.8
Math	3.7	10.5			-6.8
2nd grade	9.5	14.0			-4.5
3rd grade	1.0	10.0			-9.0
4th grade	2.0	9.0			-7.0
5th grade	-2.5	9.0			-11.5
6th grade	4.4	7.0			-2.6
Reading	4.1	8.6			-4.5
2nd grade	7.7	13.0			-5.3
3rd grade	7.2	8.0		-0.8	
4th grade	2.7	7.0			-4.4
5th grade	-1.7	6.0			-7.7
6th grade	0.9	4.0			-3.1
TOTAL	3.5	9.0			-5.5

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at TPS made an average gain of 5.5 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 8.5 points lower. A rating of "stayed even" means there was no statistically significant difference between TPS's average gains for this grade and subject and the average Indiana gains.



LEADERSHIP AT TPS DISPLAYS EXCELLENT ACADEMIC EXPERTISE AND ENGAGES IN POSITIVE CONTINUOUS IMPROVEMENT EFFORTS.

Figure I: TPS vs. National Norms, Fall 2008 through Spring 2009

	TPS Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	TPS GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	2.5	7.7			-5.1
2nd grade	5.5	14.0			-8.5
3rd grade	0.6	9.0			-8.4
4th grade	2.1	6.0			-4.0
5th grade	3.2	5.0			-1.8
6th grade	0.3	4.0			-3.8
Math	3.7	10.6			-7.0
2nd grade	9.5	14.0			-4.5
3rd grade	1.0	11.0			-10.0
4th grade	2.0	9.0			-7.0
5th grade	-2.5	9.0			-11.5
6th grade	4.4	7.0			-2.6
Reading	4.1	8.6			-4.5
2nd grade	7.7	13.0			-5.3
3rd grade	7.2	9.0			-1.8
4th grade	2.7	7.0			-4.4
5th grade	-1.7	5.0			-6.7
6th grade	0.9	4.0			-3.1
TOTAL	3.5	9.1			-5.6

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at TPS made an average gain of 5.5 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 8.5 points lower. A rating of “stayed even” means there was no statistically significant difference between TPS’s average gains for this grade and subject and the average US gains.



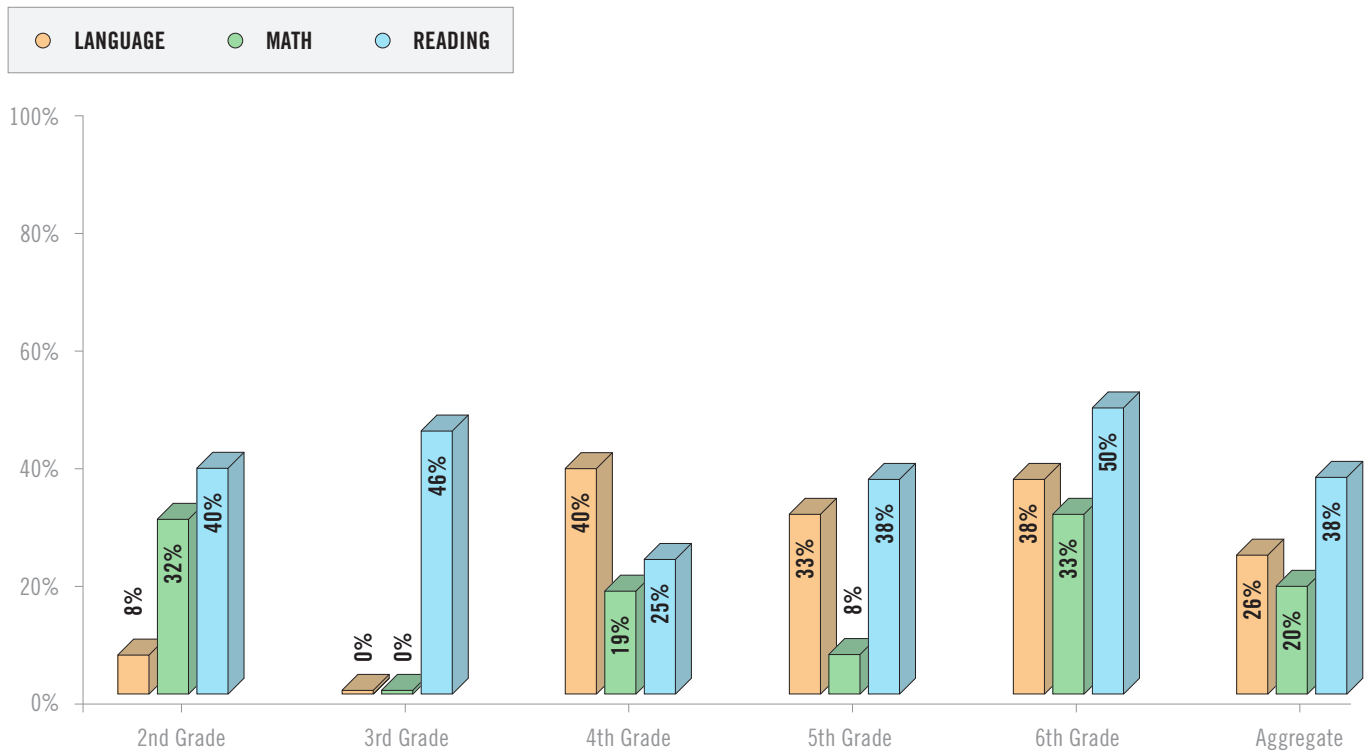
ACCORDING TO EXPERT SITE VISITORS, TPS IS SUCCESSFULLY WORKING WITH THE COMMUNITY AND ENGAGES FAMILIES IN THE EDUCATIONAL LIVES OF THEIR STUDENTS.



SUFFICIENT GAINS: WHAT PROPORTION OF TPS STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: TPS Students Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 2nd grade math shows 32 percent. This means that at their current rate of progress, 32 percent of 2nd graders enrolled at the Indianapolis Project School during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.



75% OF STUDENTS AT TPS QUALIFY FOR FREE- OR REDUCED-LUNCH, AND 79% ARE MINORITIES.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily in 2008-2009 with no significant problems reported.
BOARD GOVERNANCE	The board's membership collectively contributes a broad skill set and is knowledgeable about the school. Roles and responsibilities of the board are clearly delineated, and board meetings reflect thoughtful discussion and progress in the consideration of issues.
LEADERSHIP	As a first-year charter leadership team, the school's leaders displayed excellent academic expertise and engaged in positive continuous improvement efforts. Roles and responsibilities among leaders and between leaders and the board are clear. Although the school's principal took one brief leave of absence, the school filled this leadership void with experienced educators that are part of the school's network.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education "very good" or "excellent"	91%
<i>Satisfied with...</i>	
Individual student attention	88%
Curriculum/academic program	91%
Class size	94%
Quality of teaching/instruction	97%
Opportunities for parent involvement	97%
School administration	94%
Teachers	97%
Services provided to students with special needs	53%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	85%
Return to this school	88%
OVERALL SATISFACTION	94%

Figure N: Staff Evaluation

- *The school failed to successfully administer the staff evaluation surveys as required by the Mayor's Office, thus results are not available for 2008-2009.*

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Indianapolis Project School satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis.

The school generally met its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), submitting all required reports in a timely manner. However, the Marion County Health Department required the school to install more hand washing sinks as the school did not have the requisite number; the school quickly attended to this and resolved the issue.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

The school is currently in its first year of operation. There is an excellent focus on literacy and math across all grade levels, and the problem-based learning model is being successfully implemented. School leaders, staff, and the board work together as a team to address issues and celebrate successes. The school does a very good job of working in the community and engaging families in the educational lives of their students. The school is doing a very good job of encouraging intrinsic motivation in students, and giving them a voice in their educational experience. The school will need to continue defining the rigor and challenge of the program for all students, articulating the curriculum across all grade levels, and ensuring that student performance data is used to adjust the curriculum to meet student needs. The school needs to secure financing in order to complete renovations of its second floor, a critical stage in its growth.



94% OF PARENTS REPORTED OVERALL SATISFACTION WITH TPS.





KIPP INDIANAPOLIS COLLEGE PREPARATORY

GRADES SERVED IN 2008-2009: 5-8

SCHOOL LEADERS: OMOTAYO OLA-NINI, ANDREA TURNER AND SHANI RATCLIFF

THE MISSION OF KIPP INDIANAPOLIS COLLEGE PREPARATORY (KIPP) IS TO STRENGTHEN THE CHARACTER, KNOWLEDGE, AND ACADEMIC SKILLS OF ITS STUDENTS, EMPOWERING THEM TO MAKE DECISIONS THAT ENSURE SUCCESS IN COLLEGE. THE SCHOOL WAS FOUNDED ON THE PRINCIPLES OF HIGH EXPECTATIONS, CHOICE, COMMITMENT, EXTENDED TIME, POWER TO LEAD, AND RESULTS.

Figure A: Historical Enrollment at KIPP

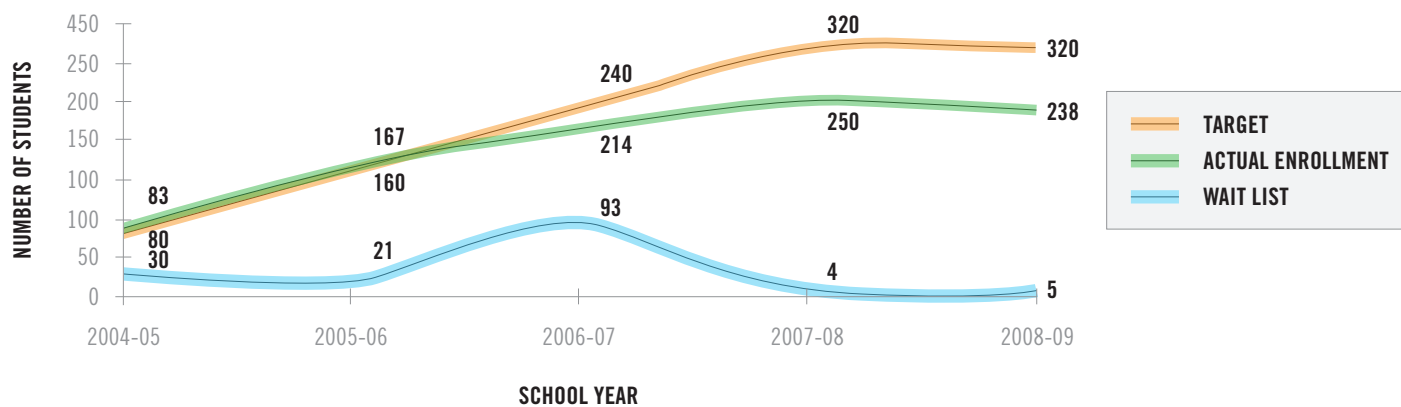
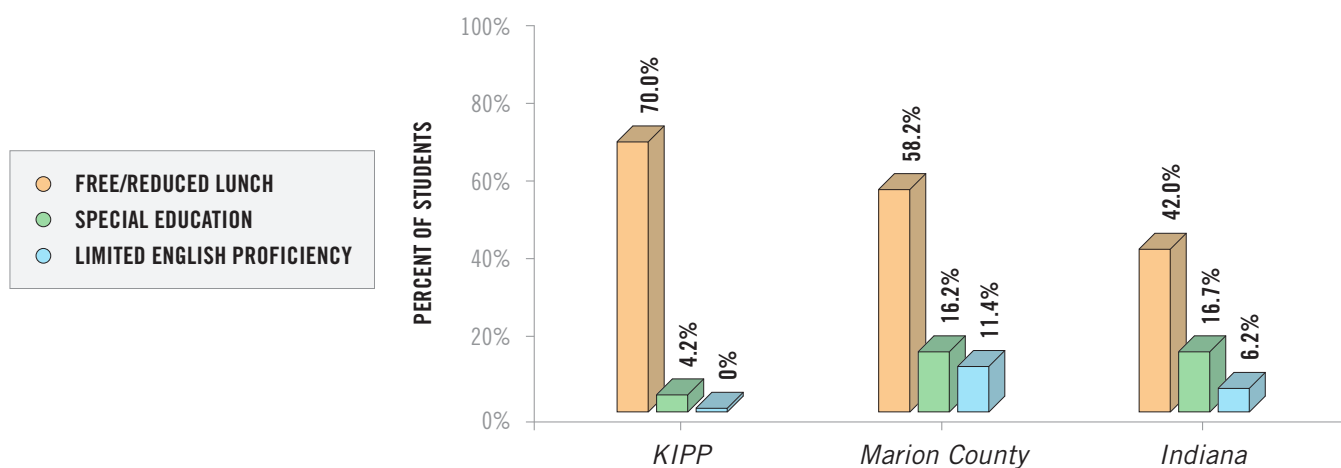
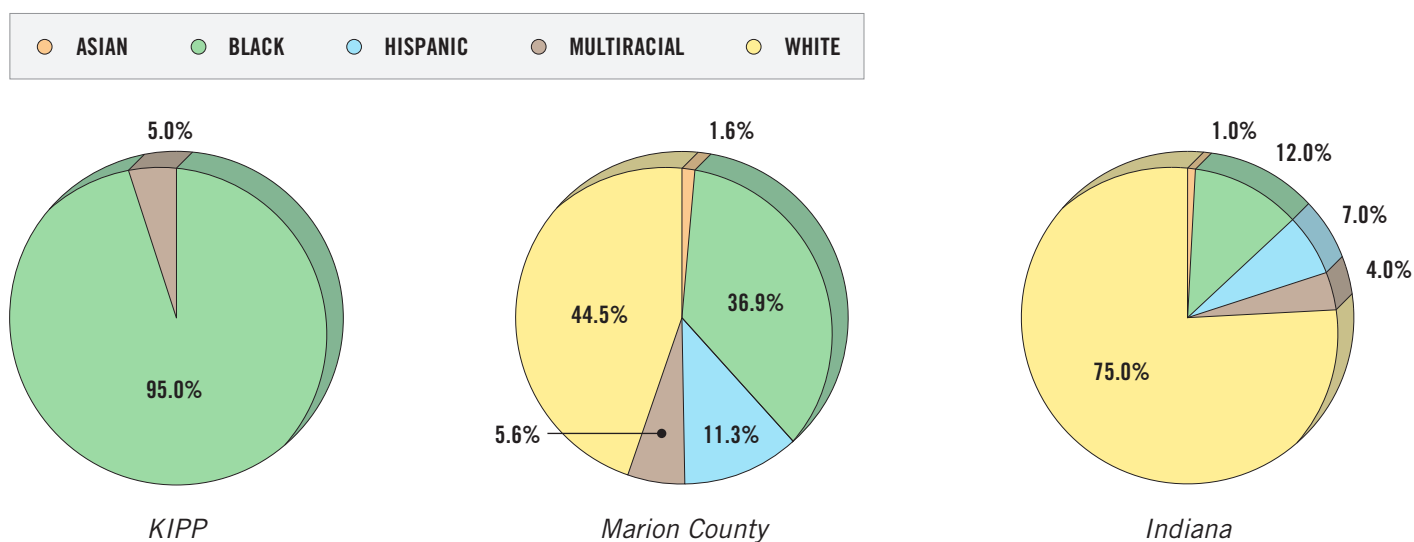
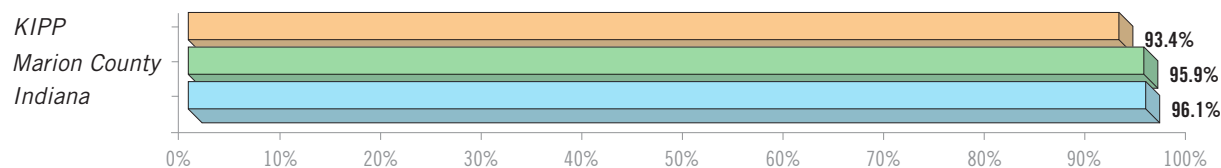


Figure B: Student Composition at KIPP



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall. Schools do not receive a rating until the end of their second year of operation.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

In 2008-2009, KIPP made AYP in 10 out of 13 categories.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✓	✓	✓	✓
Black	✗	✓	✓	✓	
Free/Reduced Lunch	✗	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	10 out of 13
2007	✗	11 out of 13
2006	✓	13 out of 13
2005	✗	3 out of 13

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 3.6 percent in ISTEP+ pass rates and an overall pass rate of 54.0 percent to receive an 'Academic Progress' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008					
2007					
2006					
2005					

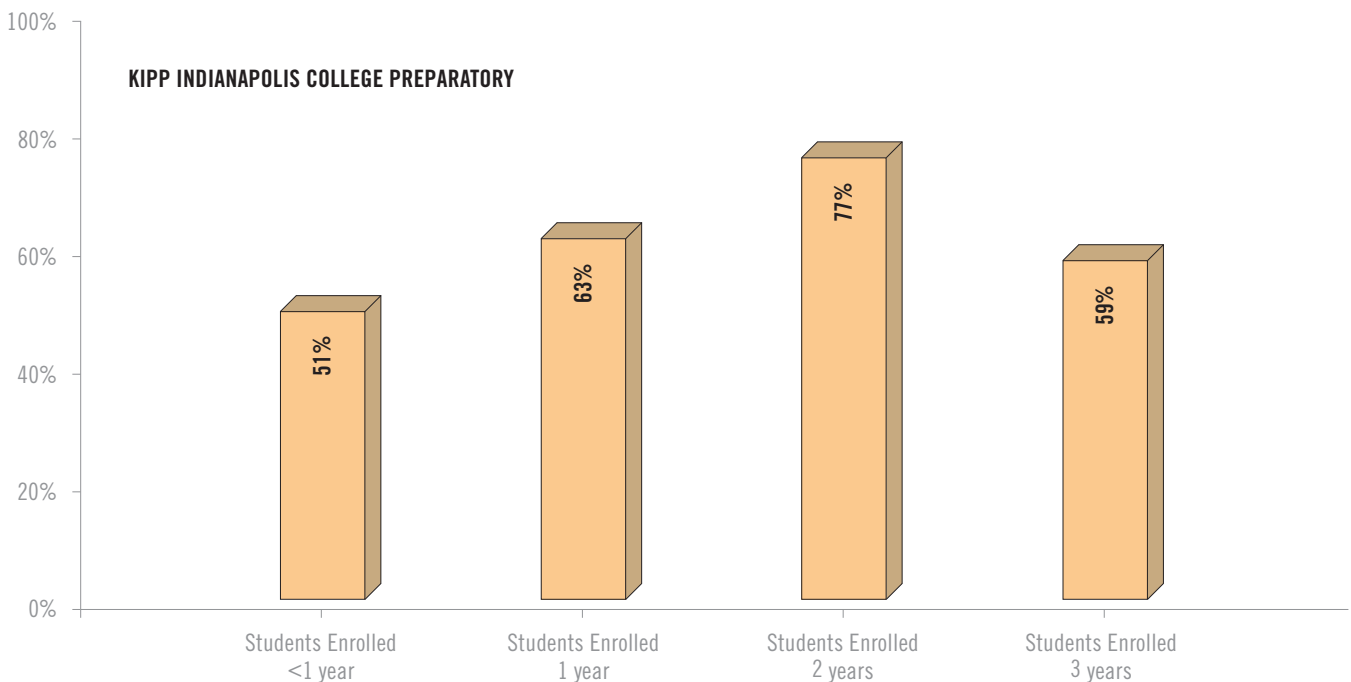
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at KIPP who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade-level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

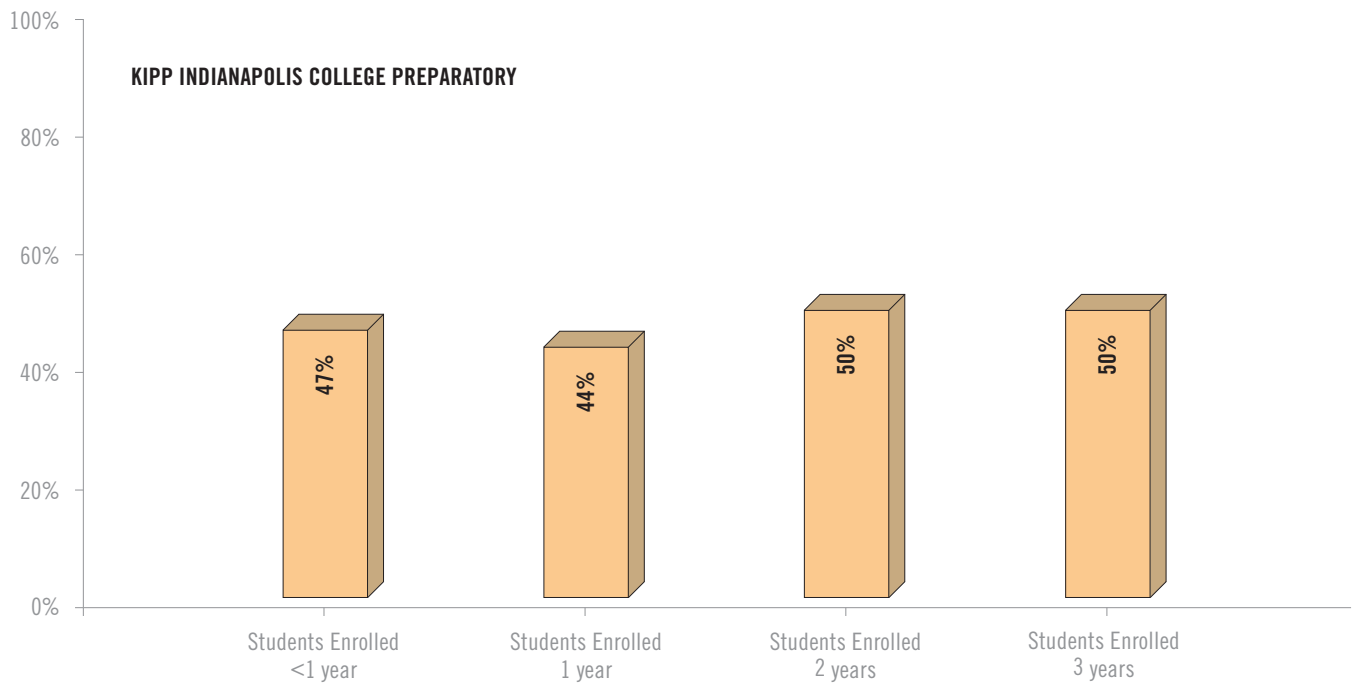
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at KIPP. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 51 percent of students who had been enrolled in KIPP for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 63 percent of students who had been enrolled in KIPP for a full year passed the ISTEP+. Among students who had been enrolled for three years, 59 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 47 percent of students who had been enrolled in KIPP for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 44 percent of students who had been enrolled in KIPP for a full year passed the ISTEP+. Among students who had been enrolled for three years, 50 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT KIPP IMPROVED BY 3.6 PERCENTAGE POINTS, COMPARED TO A 0.75 POINT DECLINE STATEWIDE AND 0.87 POINT DECLINE IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID KIPP STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at KIPP with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where KIPP students gained ground, lost ground or stayed even compared to their peers.

Figure H: KIPP vs. Indiana Norms, Fall 2008 Through Spring 2009

	KIPP Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	KIPP GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	2.3	3.2		-0.9	
5th grade	5.6	5.0		0.6	
6th grade	4.8	4.0		0.8	
7th grade	2.5	3.0		-0.5	
8th grade	-1.0	2.0			-3.0
<i>Math</i>	1.8	6.4			-4.6
5th grade	3.1	9.0			-5.9
6th grade	1.8	7.0			-5.2
7th grade	0.7	6.0			-5.3
8th grade	1.9	5.0			-3.1
<i>Reading</i>	1.2	3.6			-2.4
5th grade	-1.9	6.0			-7.9
6th grade	1.4	4.0			-2.6
7th grade	1.7	3.0			-1.3
8th grade	1.9	3.0			-1.1
TOTAL	1.7	4.4			-2.7

How to read this figure: For example, the first row under the Grade/Subject column is 5th grade language. The numbers in that row show that 5th grade students at KIPP made an average gain of 5.6 points, compared to 5.0 points for the average Indiana student. These students "stayed even" with their Indiana peers because there was no statistically significant difference between KIPP's average gains for this grade and subject and the average Indiana gains.

Figure I: KIPP vs. National Norms, Fall 2008 Through Spring 2009

	KIPP Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	KIPP GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	2.3	3.5			-1.3
5th grade	5.6	5.0		0.6	
6th grade	4.8	4.0		0.8	
7th grade	2.5	3.0		-0.5	
8th grade	-1.0	3.0			-4.0
<i>Math</i>	1.8	6.4			-4.6
5th grade	3.1	9.0			-5.9
6th grade	1.8	7.0			-5.2
7th grade	0.7	6.0			-5.3
8th grade	1.9	5.0			-3.1
<i>Reading</i>	1.2	3.5			-2.3
5th grade	-1.9	5.0			-6.9
6th grade	1.4	4.0			-2.6
7th grade	1.7	3.0			-1.3
8th grade	1.9	3.0			-1.1
TOTAL	1.7	4.5			-2.8

How to read this figure: For example, the first row under the Grade/Subject column is 5th grade language. The numbers in that row show that 5th grade students at KIPP made an average gain of 5.6 points, compared to 5.0 points for the average US student. These students “stayed even” with their national peers because there was no statistically significant difference between KIPP’s average gains for this grade and subject and the average US gains.



KIPP HAD A TRANSITIONAL YEAR IN 2008-09, WITH A CHANGE IN LEADERSHIP, A RECONSTITUTED STAFF, AND SEVERAL CHANGES ON KIPP’S BOARD OF DIRECTORS.



SUFFICIENT GAINS: WHAT PROPORTION OF KIPP STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: KIPP Students Achieving Sufficient Gains to Become Proficient Within Two Years



How to read this figure: For example, 5th grade math shows 32 percent. This means that at their current rate of progress, 32 percent of 5th graders enrolled at the KIPP Indianapolis College Preparatory during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 7th grade year and, therefore, pass the ISTEP+.



WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, KIPP SHOWED MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

IS KIPP OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of KIPP to that of Marion County public schools students would have been assigned to attend, based on their place of residence. KIPP had a slightly lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. However, KIPP showed more improvement than assigned schools.

Figure K: Performance of KIPP vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend KIPP. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of KIPP. The size of each blue bubble is proportional to the number of KIPP students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school needs to immediately demonstrate improved performance and management in its financial health and management, due to a number of significant performance concerns. The IDOE found that KIPP misused Title I funds for unapproved expenditures and required the school to reimburse the program for such expenditures. Additionally, the school's financial challenges resulted in the school seeking debt forgiveness from creditors. Most creditors forgave part or all of the school's debt, which has brought the remainder of its outstanding accounts to good standing. Finally, the school did not immediately remit staff contributions to personal retirement funds in a timely manner, holding such contributions for a full year before submitting them properly. It is imperative that the school immediately rectify its financial management practices and that the school's Board becomes more engaged in overseeing the schools fiscal management systems.
BOARD GOVERNANCE	The Board experienced substantial turnover during the school year with multiple resignations. Additionally, the Board struggled with poor attendance and members failing to follow through with individual commitments and responsibilities. Significant communication and transparency challenges existed between the Board and both school leadership and parents. The Board restructured itself mid-year to include a number of working committees, which increased its effectiveness and engagement level. The Board will enter the 2009-2010 school year with a newly-appointed interim chair and a considerable number of new members. Development of the new Board to effectively govern the school must be of the highest priority.
LEADERSHIP	The school's Board accepted the resignation of its school leader mid-year, after the Board investigated and confirmed misuse of Title I dollars, implementation of unapproved disciplinary techniques, use of school funds for teacher and staff incentives without Board authorization or approval, and challenges in the administration of standardized tests. Two teachers were selected by the Board to serve as co-school leaders for the remainder of the 2008-2009 year. A number of policy and procedural improvements resulted, but the school still struggled to ensure that teachers were appropriately credentialed for courses they were assigned to instruct. The administration also struggled to implement an adequate and effective special education program. The Mayor's Office found that at the close of the academic year, the school did not have complete records for all students with disabilities and thus nine students were not identified or served by the school. KIPP recently joined a special education cooperative to more effectively manage and execute its special education program. After a national search and with the help of the KIPP Foundation, a new school principal and assistant principal were hired during the summer of 2009 to lead the school in the 2009-2010 school year. Additionally, the teaching staff at the school has been reconstituted, and the majority will be new to KIPP in 2009-2010. It is imperative that the new school leadership, board, and staff quickly address all areas of deficiency.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	40%
<i>Satisfied with...</i>	
Individual student attention	100%
Curriculum/academic program	80%
Class size	100%
Quality of teaching/instruction	60%
Opportunities for parent involvement	40%
School administration	40%
Teachers	80%
Services provided to students with special needs	0%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	20%
Return to this school	100%
OVERALL SATISFACTION	80%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	25%
<i>Satisfied with...</i>	
Leadership provided by the school's administration	38%
Teacher autonomy in the classroom	25%
Level of teacher involvement in school decisions	38%
Evaluation of teacher performance	38%
Opportunities for professional development	25%
Curriculum/academic program	38%
<i>School improvement efforts are...</i>	
Focused on student learning	63%
Based on research evidence	63%
<i>The school's principal...</i>	
Tracks student progress	50%
Works directly with teachers to improve instruction	50%
Makes expectations clear	75%
Communicates a clear vision	50%
<i>Likely to...</i>	
Return to the school	25%
OVERALL SATISFACTION	50%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

KIPP Indianapolis College Preparatory did not satisfy its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor's Office's internal systems indicated significant concerns related to these obligations, and a team of experts was retained to review the school's special education files. The team determined that KIPP was not fulfilling its legal obligations regarding proper maintenance of special-needs students' files and requires substantial improvement in order to achieve compliance. The file review revealed that every special education file was seriously out of compliance.

On September 16, 2008, the IDOE's Office of Title I Academic Support monitoring team conducted an on-site review of the administration of the school's Title I program. The team determined that KIPP failed to effectively address and correct noncompliance areas identified in a similar 2006 review. In response, the school submitted a corrective action plan to the IDOE regarding those areas of noncompliance. The KIPP Foundation provided a consultant to work with the KIPP Indianapolis College Preparatory staff on improving delivery of Title I services and the school replaced its administrators.

The school failed to meet its compliance and reporting obligations to the Mayor's Office and the Indiana Department of Education (IDOE), by not submitting required reports in a timely manner. KIPP was late in submitting its Biannual Financial Report (Form 9) to the IDOE, as it has been in previous years, and it was late submitting its Membership Report (DOE-ME) in each of the three reporting periods. The school also failed to provide to the Mayor's Office copies of teachers' licenses in a timely manner and allowed a number of teachers to instruct courses for which they were not appropriately licensed. The school replaced its Operations Manager mid-year, which has led to improved submission of required documents, but the school must prioritize improving its compliance with reporting requirements going forward.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

KIPP had a transitional year in 2008-2009. The year began with a new cadre of teachers and several changes in the KIPP Board. During the year, an independent special investigation launched by the Board outlined major concerns regarding organizational accounting, field trips, student discipline, Title I expenditures, standardized test administration, student leadership teams, special education, staff turnover rates, and student promotion. The report prompted the resignation of the founding school leader and interim school leaders to make several mid-course policy changes.

Despite these changes, the school continued to struggle and will begin 2009-2010 with an almost entirely new staff, administration, and interim board chair. KIPP does not meet many of the standards in the Mayor's Performance Framework.

Many stakeholders expressed a desire for greater consistency in expectations, enforcement of discipline policy, and communication. Challenges notwithstanding, stakeholders believe in the mission of the school and the college preparatory concept.



LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES

GRADES SERVED IN 2008-2009: 9-12
SCHOOL LEADER: SCOTT SYVERSON

LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE AND TECHNOLOGIES (LEC) PROVIDES A UNIQUE AND SUPPORTIVE LEARNING COMMUNITY, PARTICULARLY FOR STUDENTS WHO MIGHT NOT THRIVE IN A TRADITIONAL HIGH SCHOOL SETTING. STUDENTS MASTER RIGOROUS ACADEMIC CONTENT, EARN COLLEGE CREDIT AND GAIN LIFE AND CAREER SKILLS NECESSARY FOR SUCCESS IN THE 21ST CENTURY WORKPLACE.

[NOTE THAT AFTER THE CLOSE OF THE 2008-2009 SCHOOL YEAR, THE SCHOOL CHANGED ITS NAME TO STONEGATE EARLY COLLEGE HIGH SCHOOL.]

Figure A: Historical Enrollment at LEC

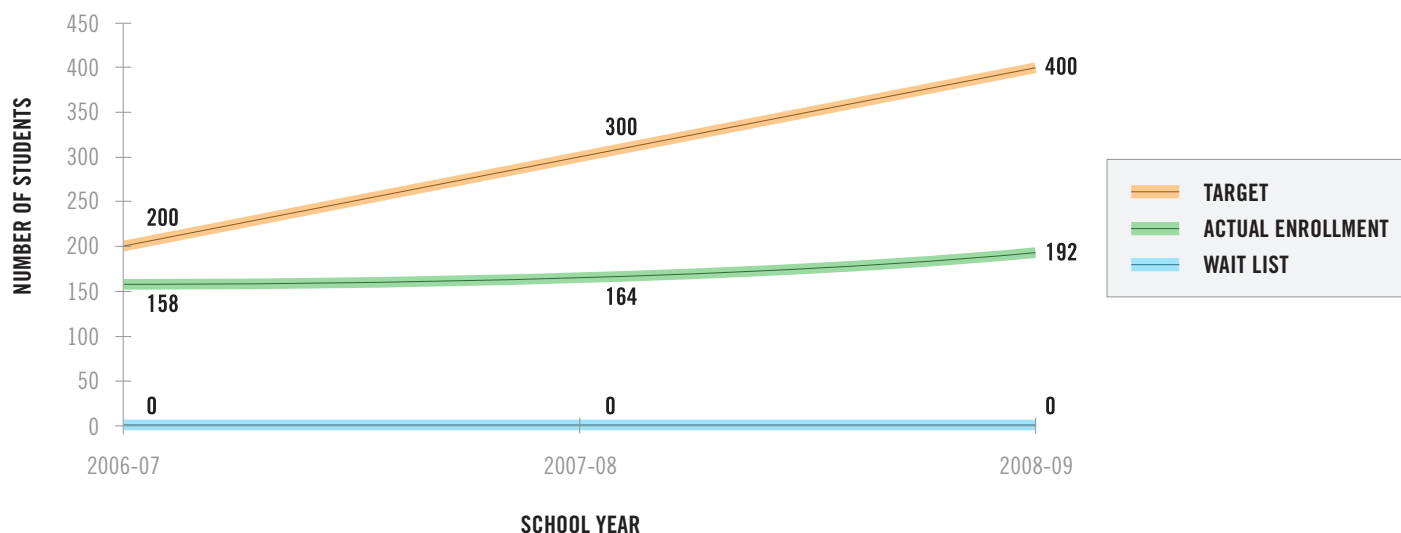
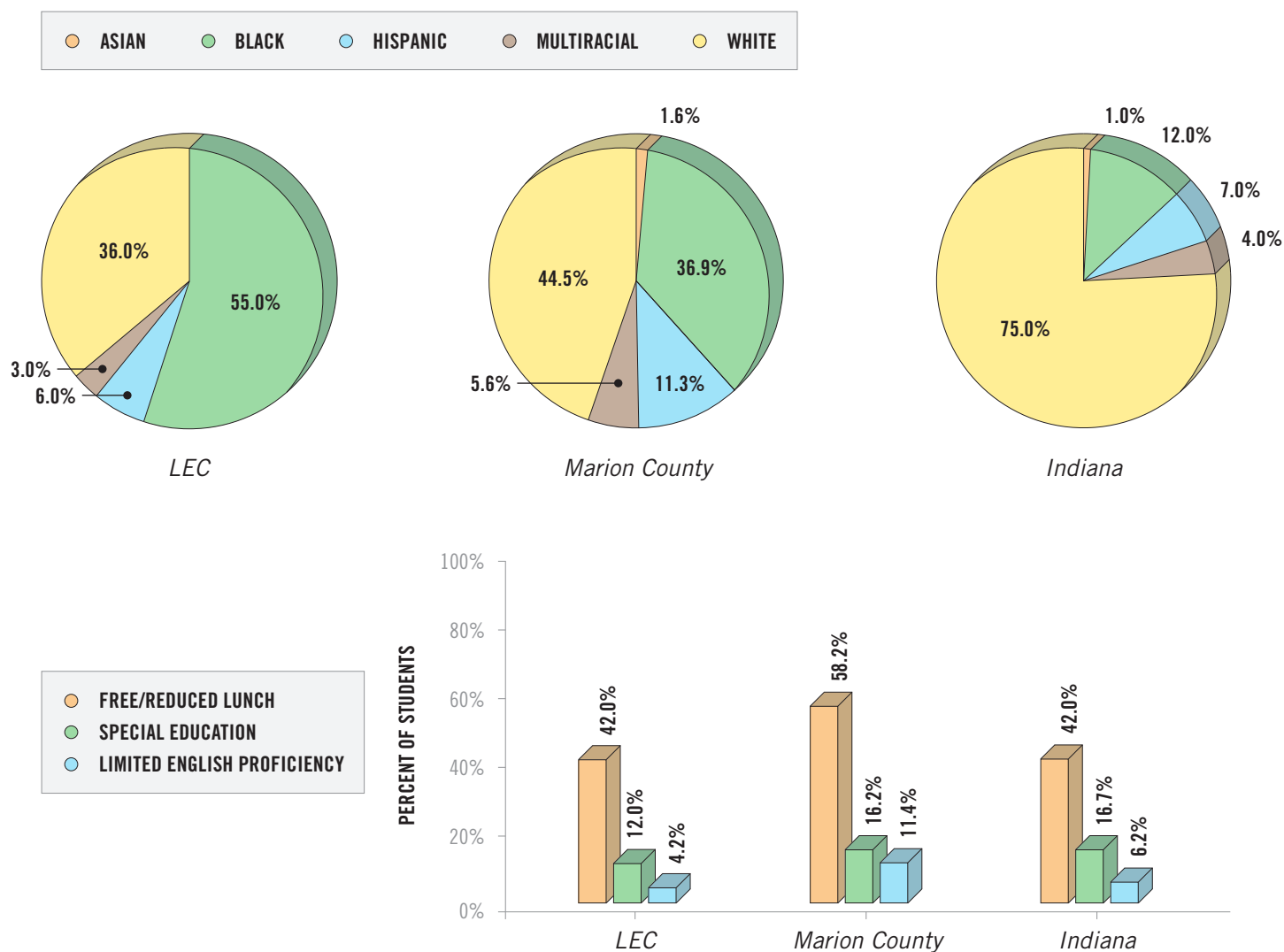
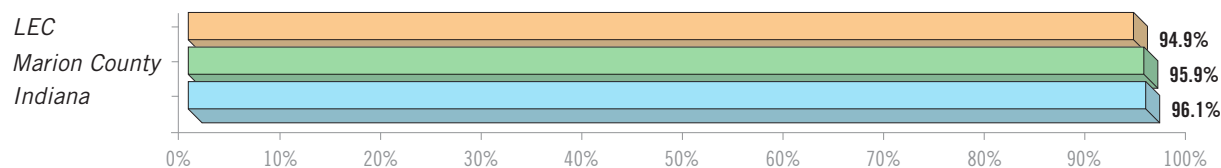


Figure B: Student Composition at LEC



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

Lawrence Early College High School made AYP in 3 out of 5 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✗	✓	✓	✓

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	3 out of 5
2007	✗	10 out of 13

PUBLIC LAW 221

In 2008, the school demonstrated a decline of 7.3 percent in ISTEP+ pass rates and an overall pass rate of 49.5 percent to receive an 'Academic Probation' placement.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008					●
2007					●

How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

Because ISTEP+ is not administered beyond grade 10 for accountability purposes, analyzing proficiency by time in school yields minimal information for schools serving students in grades 9-12. Thus, Figures F and G are not provided.

GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools were required to administer the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. However, LEC failed to successfully administer NWEA as mandated by its charter agreement, and therefore results are not available for the 2008-2009 school year.



THE BOARD OF DIRECTORS AT LEC SEEKS DETAILED INFORMATION ABOUT THE SCHOOL'S OPERATIONS FROM THE SCHOOL'S STAFF AND IS RECEPTIVE TO STAFF, STUDENT, AND PARENT SUGGESTIONS.



IS LEC OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of LEC to that of Marion County public schools students would have been assigned to attend, based on their place of residence. LEC had a lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, LEC showed significantly less improvement than the average assigned schools.

Figure K: Performance of LEC vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend LEC. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of LEC. The size of each blue bubble is proportional to the number of LEC students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's fiscal health is tenuous, due in large part to not meeting its enrollment targets. The school has taken steps to address fiscal problems as evidenced by re-doubling efforts to meet enrollment targets and moving its location to a more cost-effective facility. The school must closely monitor its efforts to ensure long-term financial health, however.
BOARD GOVERNANCE	The Board seeks detailed information about the school's operations from the school's staff and is receptive to staff, student, and parent suggestions. However, the Board needs to better understand its roles and responsibilities. Entering the 2009-2010 school year, the Board will have a new chair and will oversee the school's transition into a new facility.
LEADERSHIP	The 2008-2009 school year started with a new principal. He demonstrates commitment to the school and has engaged in a process of continuous improvement. The school's relationship with the Metropolitan School District of Lawrence Township – a founding partner – was dissolved this year. The breaking of this relationship resulted in a number of challenges, including the resignation of a Board member with close ties to the district, termination of a lease agreement by the district that provided access to fully furnished educational space, and access to a number of other support services including technology and special education support. Thus, the school's Board and leadership will have to effectively manage a large and complex transition going into 2009-2010.

PARENT AND STAFF SURVEY RESULTS

Neither parent nor staff evaluation survey results are available for LEC, as the school failed to successfully administer the surveys as required by its charter agreement.



ACCORDING TO EXPERT SITE VISITORS, THE PRINCIPAL AT LEC ENGAGES STAFF AND STUDENTS AND HAS INTRODUCED A NUMBER OF IMPROVEMENTS TO THE SCHOOL.

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Lawrence Early College High School satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis.

The school generally met its compliance and reporting obligations to the Mayor's Office and the IDOE. However, the school did not successfully execute all provisions of its charter contract with the Mayor's Office. Section 3.2B of the school's charter requires local, state, and national criminal background checks to be completed on all board members; national criminal background checks have not yet been submitted for all board members. In addition, the school did not successfully administer the 2009 NWEA assessments. The school also did not successfully complete staff, student and parent surveys, as mandated by the charter agreement with the Mayor's Office.

In 2009, the school received notification of noncompliance from the IDOE's Division of Exceptional Learners (DEL) on two indicators of performance - timeliness of initial evaluations for special education eligibility and quality of post-secondary transition goals for students with disabilities aged 14 and above based on data from the 2007-2008 school year. Upon reviewing data from 2008-2009, the DEL found the school had successfully corrected these areas of noncompliance with no further action required.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

Lawrence Early College High School has done well managing the transition in school leadership this year. The new school leader is engaging staff and students, providing mid-course corrections, and has introduced processes that have improved the school. The school does an excellent job of serving the needs of second language learners. The school also does a very good job of continually engaging with parents and communicating relevant information in a timely fashion.

The climate of the school is conducive to student and staff success which is significant given the financial challenges the school faces. Staff members are engaged in students' lives and care very much about students' academic success.



MONUMENT LIGHTHOUSE CHARTER SCHOOL

GRADES SERVED IN 2008-2009: K-7
SCHOOL LEADER: JAMIE BRADY

THE MISSION OF MONUMENT LIGHTHOUSE CHARTER SCHOOL (MLCS) IS FOR ALL STUDENTS TO ACQUIRE THE KNOWLEDGE, SKILLS, VALUES AND ATTITUDES TO BE RESPONSIBLE CITIZENS AND EFFECTIVE WORKERS. STUDENTS WILL REALIZE THIS MISSION THROUGH A CURRICULUM THAT INFUSES FINE AND PERFORMING ARTS INTO A RIGOROUS CORE OF CONTENT.

Figure A: Historical Enrollment at MLCS

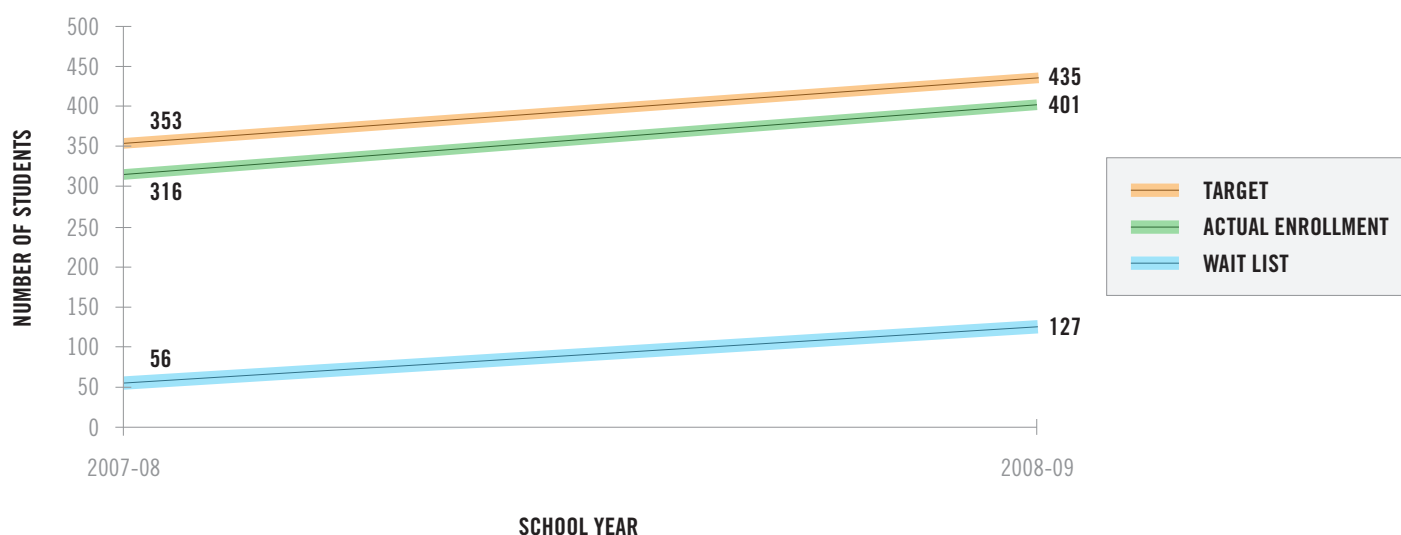
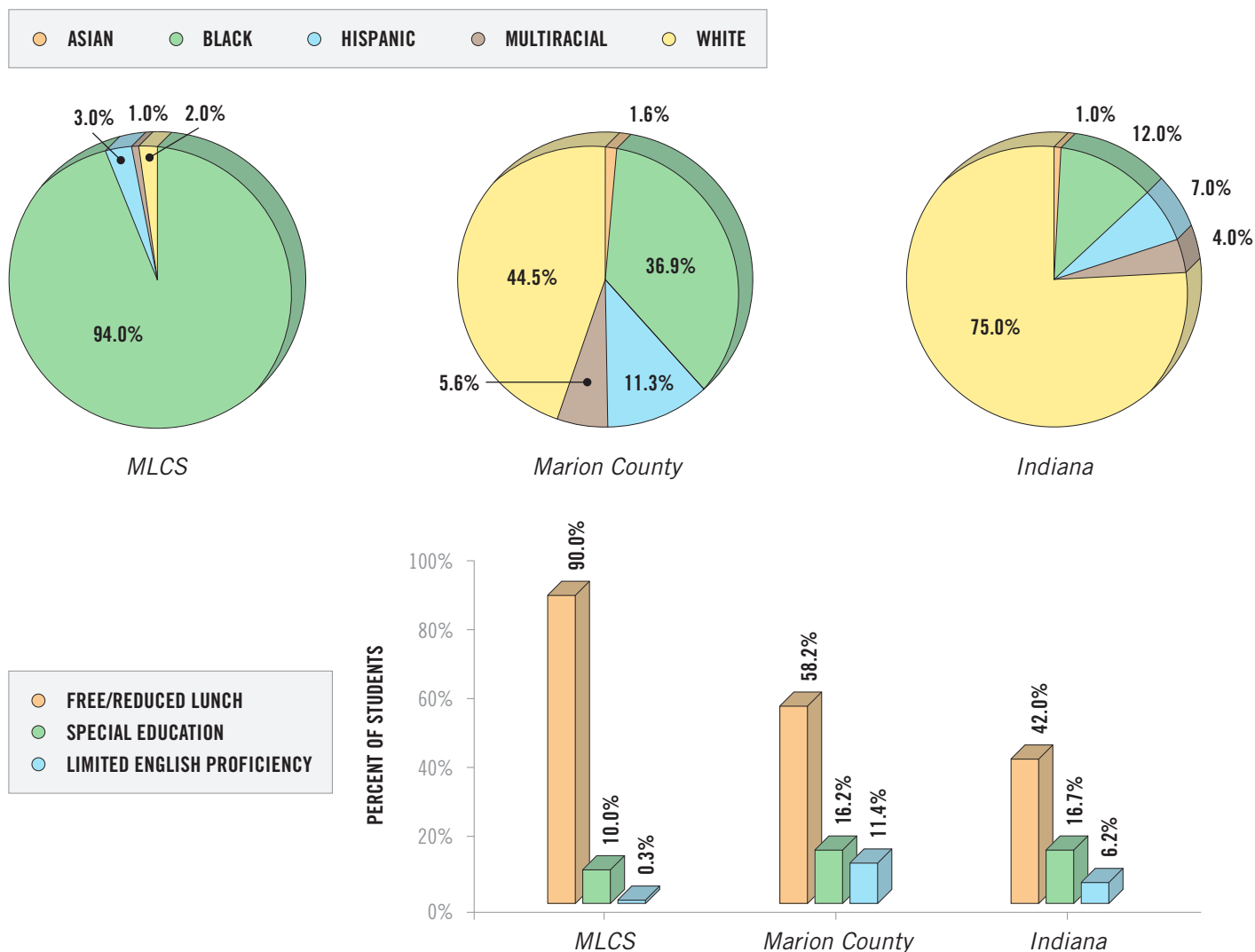
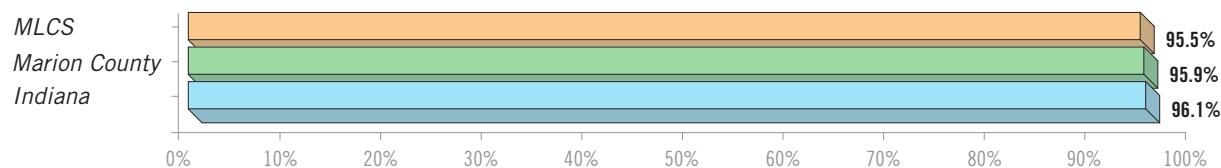


Figure B: Student Composition at MLCS



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall. Schools do not receive a rating until the end of their second year of operation.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

In 2008-2009, MLCS made AYP in 8 out of 13 categories. 2008-2009 was the first year the school has received an AYP rating.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✗	✗	✓	✓	✓
Black	✗	✗	✓	✓	
Free/Reduced Lunch	✗	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 2.9 percent in ISTEP+ pass rates and an overall pass rate of 47.6 percent to receive an 'Academic Watch' placement. 2008-2009 was the first year MLCS received a PL 221 rating.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008				○	

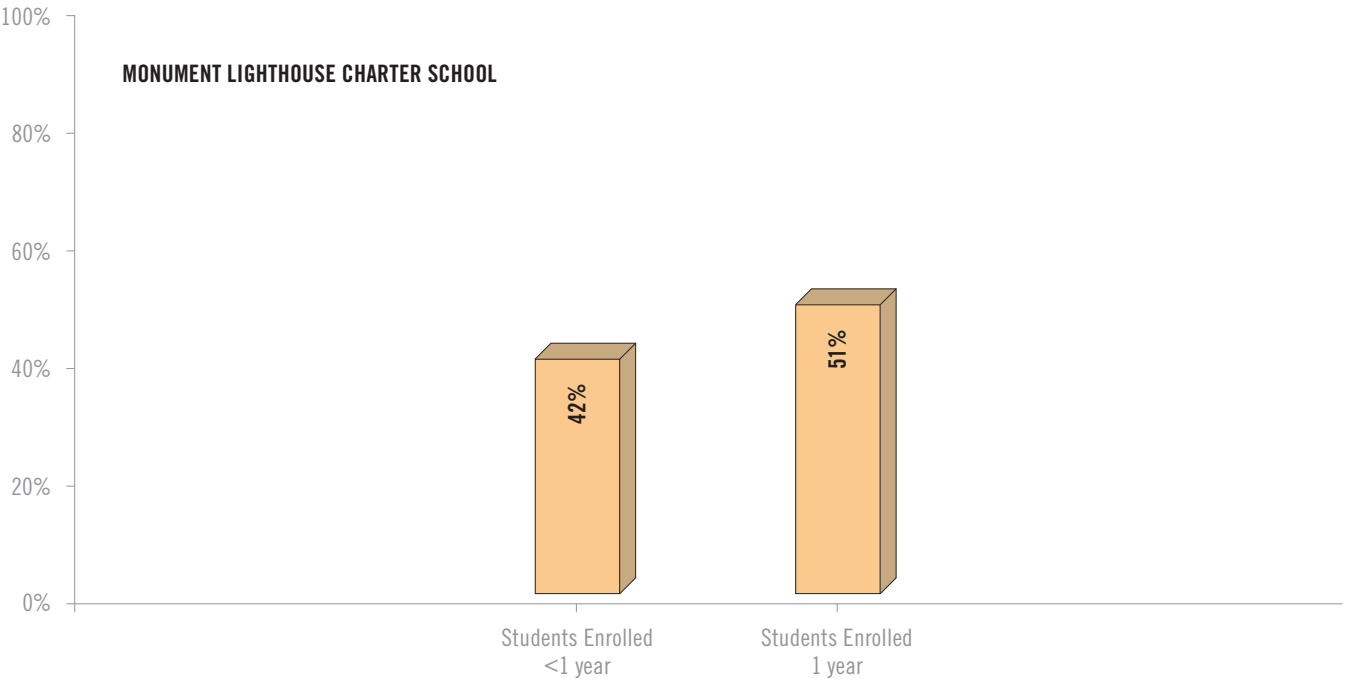
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at MLCS who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

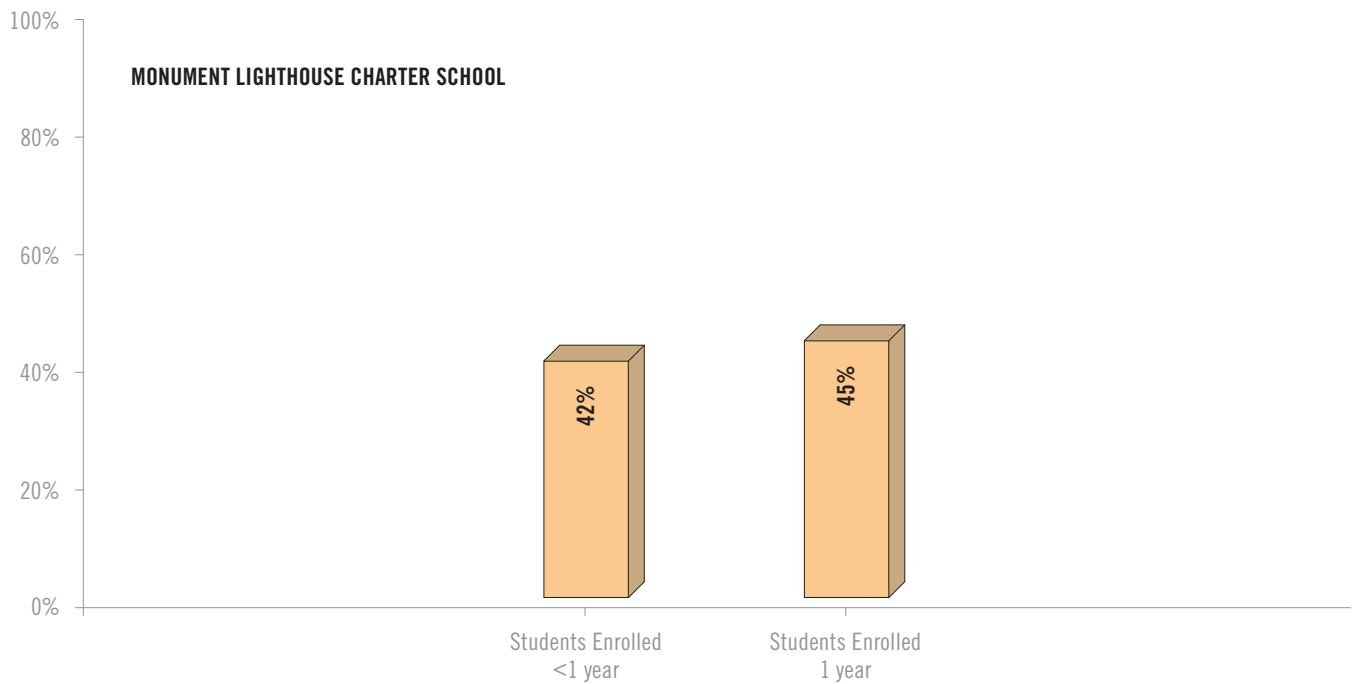
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at MLCS. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 42 percent of students who had been enrolled in MLCS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 51 percent of students who had been enrolled in MLCS for a full year passed the ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 42 percent of students who had been enrolled in MLCS for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 45 percent of students who had been enrolled in MLCS for a full year passed the ISTEP+.



IN 2008, ISTEP+ PASS RATES AT MLCS IMPROVED BY 2.9 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID MLCS STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at MLCS with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where MLCS students gained ground, lost ground or stayed even compared to their peers.

Figure H: MLCS vs. Indiana Norms, Fall 2008 Through Spring 2009

	MLCS Gains vs. Indiana Gains		GAINED GROUND	Gained or Lost Ground	
	MLCS GROWTH	INDIANA GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	6.1	8.0			-2.0
2nd grade	11.3	14.0			-2.7
3rd grade	3.8	8.0			-4.2
4th grade	7.8	6.0	1.8		
5th grade	0.3	5.0			-4.8
6th grade	3.2	4.0		-0.8	
7th grade	-1.4	3.0			-4.4
<i>Math</i>	9.1	10.1			-0.9
2nd grade	9.4	14.0			-4.6
3rd grade	11.3	10.0	1.3		
4th grade	8.7	9.0		-0.3	
5th grade	2.3	9.0			-6.7
6th grade	12.2	7.0	5.2		
7th grade	7.1	6.0	1.1		
<i>Reading</i>	6.9	8.0			-1.1
2nd grade	9.3	13.0			-3.7
3rd grade	8.6	8.0		0.6	
4th grade	5.3	7.0			-1.7
5th grade	4.3	6.0			-1.7
6th grade	5.7	4.0	1.7		
7th grade	4.1	3.0	1.1		
TOTAL	7.4	8.7			-1.3

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at MLCS made an average gain of 11.3 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 2.7 points lower. A rating of "stayed even" means there was no statistically significant difference between MLCS's average gains for this grade and subject and the average Indiana gains.

Figure I: MLCS vs. National Norms, Fall 2008 Through Spring 2009

	MLCS Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	MLCS GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
Language	6.1	8.2			-2.1
2nd grade	11.3	14.0			-2.7
3rd grade	3.8	9.0			-5.2
4th grade	7.8	6.0	1.8		
5th grade	0.3	5.0			-4.8
6th grade	3.2	4.0		-0.8	
7th grade	-1.4	3.0			-4.4
Math	9.1	10.2			-1.1
2nd grade	9.4	14.0			-4.6
3rd grade	11.3	11.0		0.3	
4th grade	8.7	9.0		-0.3	
5th grade	2.3	9.0			-6.7
6th grade	12.2	7.0	5.2		
7th grade	7.1	6.0	1.1		
Reading	6.9	8.0			-1.1
2nd grade	9.3	13.0			-3.7
3rd grade	8.6	9.0		-0.4	
4th grade	5.3	7.0			-1.7
5th grade	4.3	5.0		-0.7	
6th grade	5.7	4.0	1.7		
7th grade	4.1	3.0	1.1		
TOTAL	7.4	8.8			-1.4

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at MLCS made an average gain of 11.3 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.7 points lower. A rating of “stayed even” means there was no statistically significant difference between MLCS’s average gains for this grade and subject and the average US gains.



MLCS HAS DONE WELL RECRUITING STUDENTS AND MEETING ENROLLMENT TARGETS.



SUFFICIENT GAINS: WHAT PROPORTION OF MLCS STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: MLCS Students Achieving Sufficient Gains to Become Proficient Within Two Years



How to read this figure: For example, 2nd grade math shows 35 percent. This means that at their current rate of progress, 35 percent of 2nd graders enrolled at the Monument Lighthouse Charter School during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

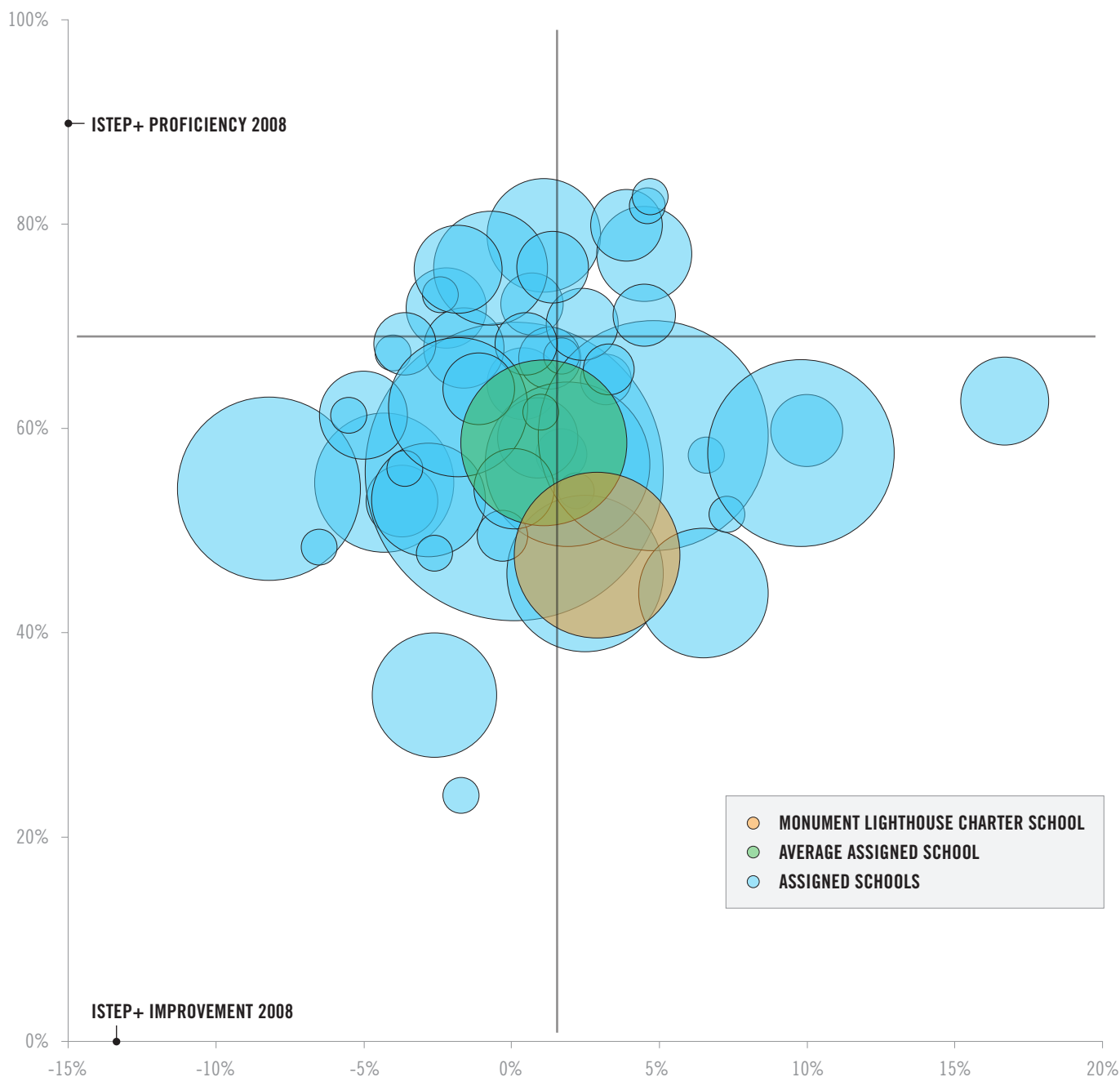


90% OF STUDENTS AT MLCS QUALIFY FOR FREE- OR REDUCED-LUNCH, AND 98% ARE MINORITIES.

IS MLCS OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of MLCS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. MLCS had a lower percentage of students passing the ISTEP+ than schools students would have been assigned to attend. MLCS showed slightly more improvement than the average assigned schools.

Figure K: Performance of MLCS vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend MLCS. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of MLCS. The size of each blue bubble is proportional to the number of MLCS students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school's financial systems were managed satisfactorily with support and oversight provided by Lighthouse Academies, Inc., the school's charter management organization. During the school year, the Indiana State Board of Accounts (SBOA) examined the school's finances for the time period of July 1, 2006 to June 30, 2008. The examination found that the school had overdrawn balances in multiple funds at different points during the examination period. In its formal response, the school attributed this to the change in funding sources from local government to the State.
BOARD GOVERNANCE	The Lighthouse Academies of Indiana (LAI) Board governs five schools across Indiana. It maintains a supportive relationship with and remains actively engaged in the operations at each of the LAI schools. Board members receive detailed reports from each principal and regional director in order to remain aware of the performance and developments at each school. Board meetings are conducted in full compliance with the Open Door Law. While existing members offer considerable business and academic expertise, the Board would benefit by adding additional members - perhaps with ties to the schools' local communities.
LEADERSHIP	The school replaced a number of staff throughout the academic year, including teachers and the principal. The new principal is an experienced administrator who has improved the level of organization at the school. Going forward, the school must work to improve its staffing systems to ensure teaching candidates are the right fit for the school and all staff are adequately supported.



85% OF PARENTS REPORTED OVERALL SATISFACTION WITH MLCS.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	11%
<i>Satisfied with...</i>	
Individual student attention	80%
Curriculum/academic program	82%
Class size	84%
Quality of teaching/instruction	84%
Opportunities for parent involvement	83%
School administration	67%
Teachers	80%
Services provided to students with special needs	37%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	57%
Return to this school	71%
OVERALL SATISFACTION	85%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	38%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	38%
Teacher autonomy in the classroom	67%
Level of teacher involvement in school decisions	24%
Evaluation of teacher performance	43%
Opportunities for professional development	57%
Curriculum/academic program	62%
<i>School improvement efforts are...</i>	
Focused on student learning	76%
Based on research evidence	57%
<i>The school’s principal...</i>	
Tracks student progress	38%
Works directly with teachers to improve instruction	24%
Makes expectations clear	48%
Communicates a clear vision	29%
<i>Likely to...</i>	
Return to the school	52%
OVERALL SATISFACTION	38%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Monument Lighthouse Charter School satisfied its obligations in 2008-2009 for compliance with laws and regulations with regard to providing access to students across Indianapolis. For schools in their second year of operation, the Mayor’s Office retains a team of experts to review the school’s special education files. Based on the evidence collected during the review, it is evident that the school was not fully maintaining special education files. Most files contained the required information, however the inclusion of parent consent forms and file log sheets was inconsistent. In response to the review findings, the school added an additional staff person to its special education program who is responsible for compliance with regulations.

The school generally met its reporting obligations to the Mayor’s Office and the Indiana Department of Education (IDOE). However, the school did not produce teacher licenses in a timely manner. The school had to replace a number of teachers throughout the school year, upon learning staff were not able to become appropriately licensed. Going forward, it will be critical that the school develop processes for determining whether staff are eligible for certification prior to their being hired.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

The school has done well recruiting students and meeting enrollment targets. The school is secure and students and families report feeling safe in the environment. Student performance data is used to modify classroom instruction to better meet the needs of students.

The school continues to develop grade level curriculum maps that align with state standards. The school needs to continue working toward full implementation of the “arts-infused” curriculum and ensure all students are engaged in academic work. In general, much instructional time was lost as teachers were focused on behavior management, resulting in low levels of on-task behavior.

A high rate of turnover in students, staff, and leadership is a continuing struggle. The relationship between teachers and school administrators must be improved.



SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

GRADES SERVED IN 2008-2009: K-6
SCHOOL LEADER: J.C. LASMANIS

SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE (SENSE) IS A COMMUNITY-DRIVEN ELEMENTARY SCHOOL THAT NURTURES ACADEMIC EXCELLENCE, SOCIAL DEVELOPMENT AND CIVIC RESPONSIBILITY IN EVERY INDIVIDUAL. SENSE SEEKS TO BUILD A STRONG FOUNDATION FOR LEARNING AND LIVING BY CREATING IN ITS STUDENTS A THIRST FOR KNOWLEDGE AND AN ENTHUSIASM FOR LEARNING.

Figure A: Historical Enrollment at SENSE

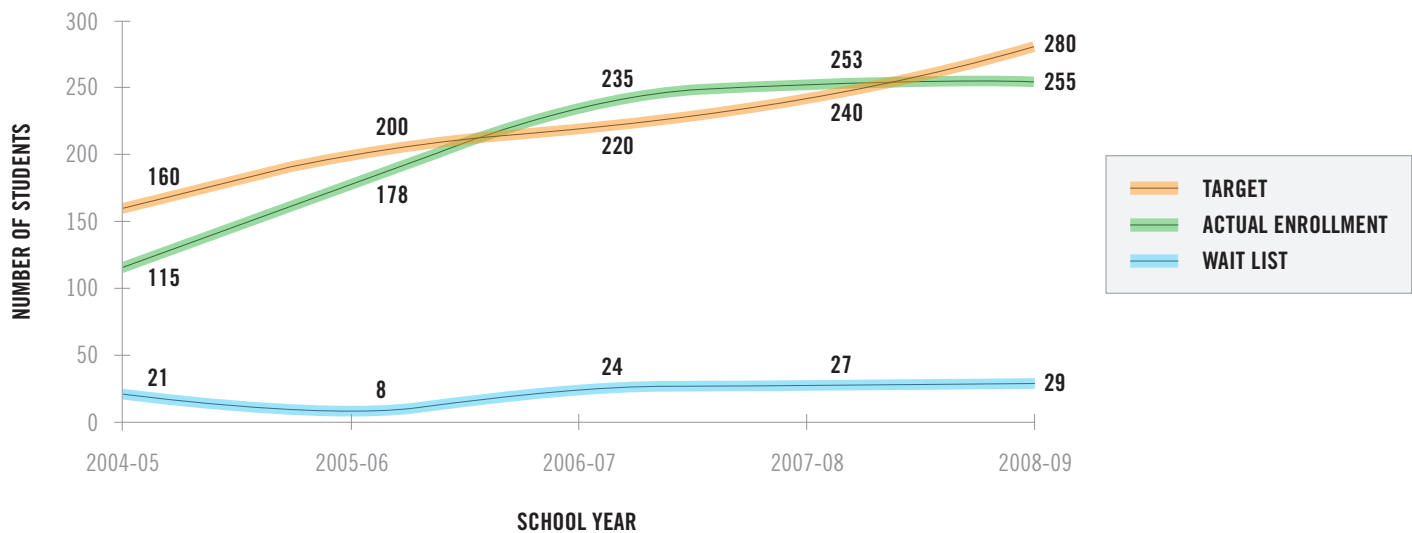
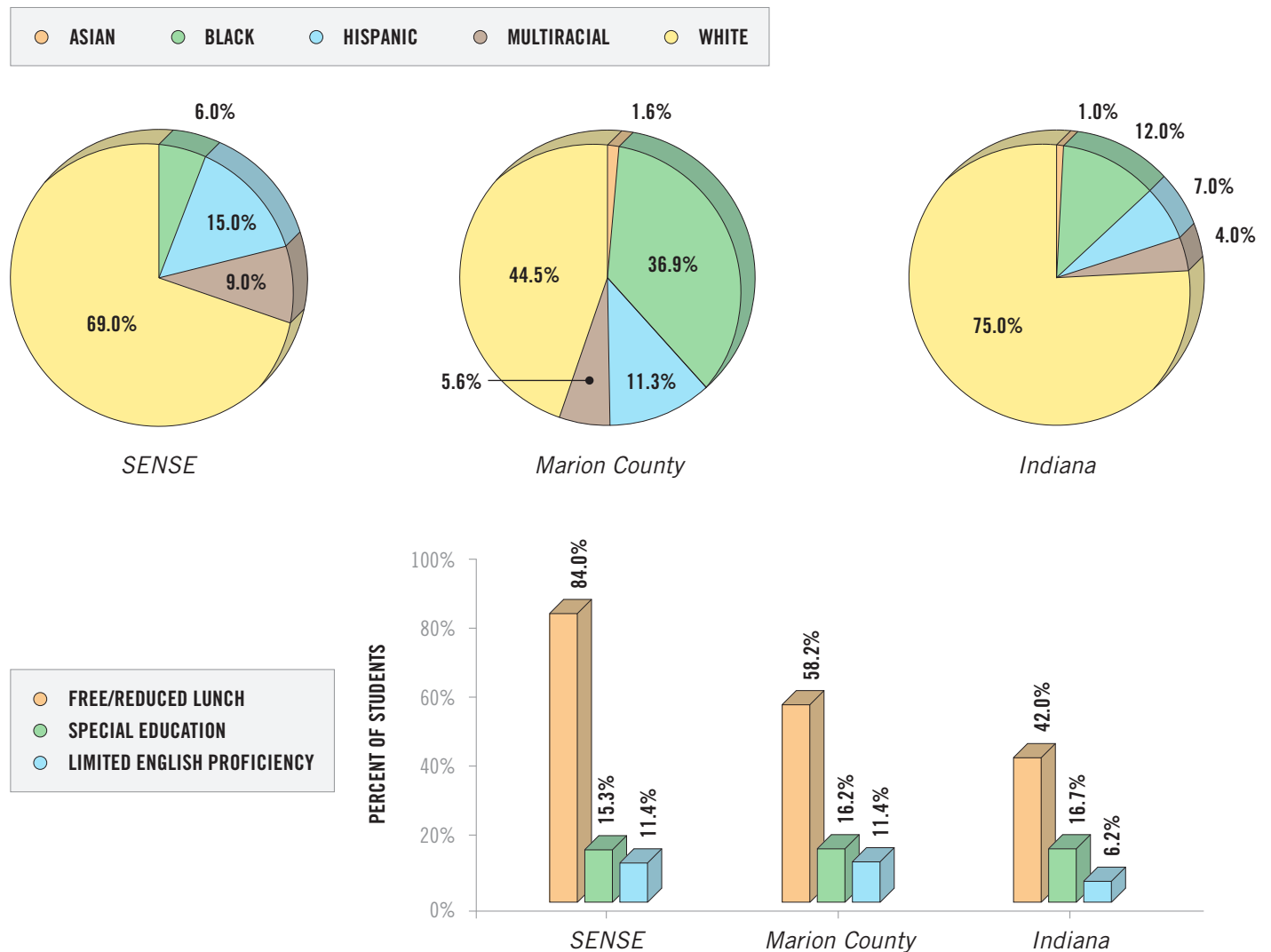
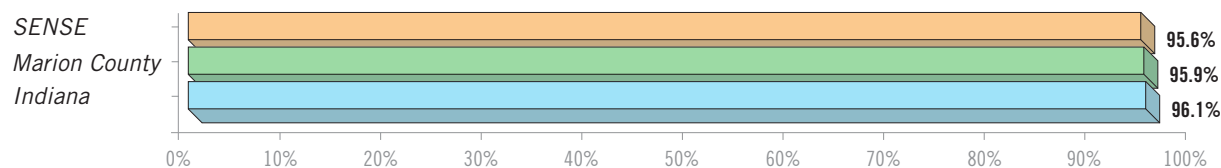


Figure B: Student Composition at SENSE



2008-09 Attendance Rate



QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

ADEQUATE YEARLY PROGRESS

Each year, pursuant to the federal No Child Left Behind Act, the IDOE determines whether public schools in the state made Adequate Yearly Progress (AYP) toward academic and performance goals. AYP determinations are based on student achievement and participation rates on the ISTEP+ in English and mathematics and student attendance rates for elementary and middle schools. AYP is determined for a number of indicators based on the student subgroups present at a school. A school must meet the performance targets for each subgroup to make AYP overall.

Figure C: 2008-2009 Adequate Yearly Progress Determinations

SENSE made AYP in 12 out of 13 categories in 2008.

Student Group	ENGLISH	MATHEMATICS	PARTICIPATION ENGLISH	PARTICIPATION MATHEMATICS	ATTENDANCE
Overall	✓	✓	✓	✓	✓
Black	✗	✓	✓	✓	
Free/Reduced Lunch	✓	✓	✓	✓	

How to read this figure: Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

School's AYP History

Academic Year	MADE AYP	NUMBER OF CATEGORIES
2008	✗	12 out of 13
2007	✓	13 out of 13
2006	✗	12 out of 13
2005	✗	4 out of 5

PUBLIC LAW 221

In 2008, the school demonstrated improvement of 6.6 percent in ISTEP+ pass rates and an overall pass rate of 65.3 percent that would have resulted in an 'Exemplary Progress' placement, however because the school has not made AYP for two consecutive years, they are not eligible to receive a placement higher than 'Academic Progress'.

Academic Year	EXEMPLARY PROGRESS	COMMENDABLE PROGRESS	ACADEMIC PROGRESS	ACADEMIC WATCH	ACADEMIC PROBATION
2008			●		
2007				●	
2006			●		
2005					●

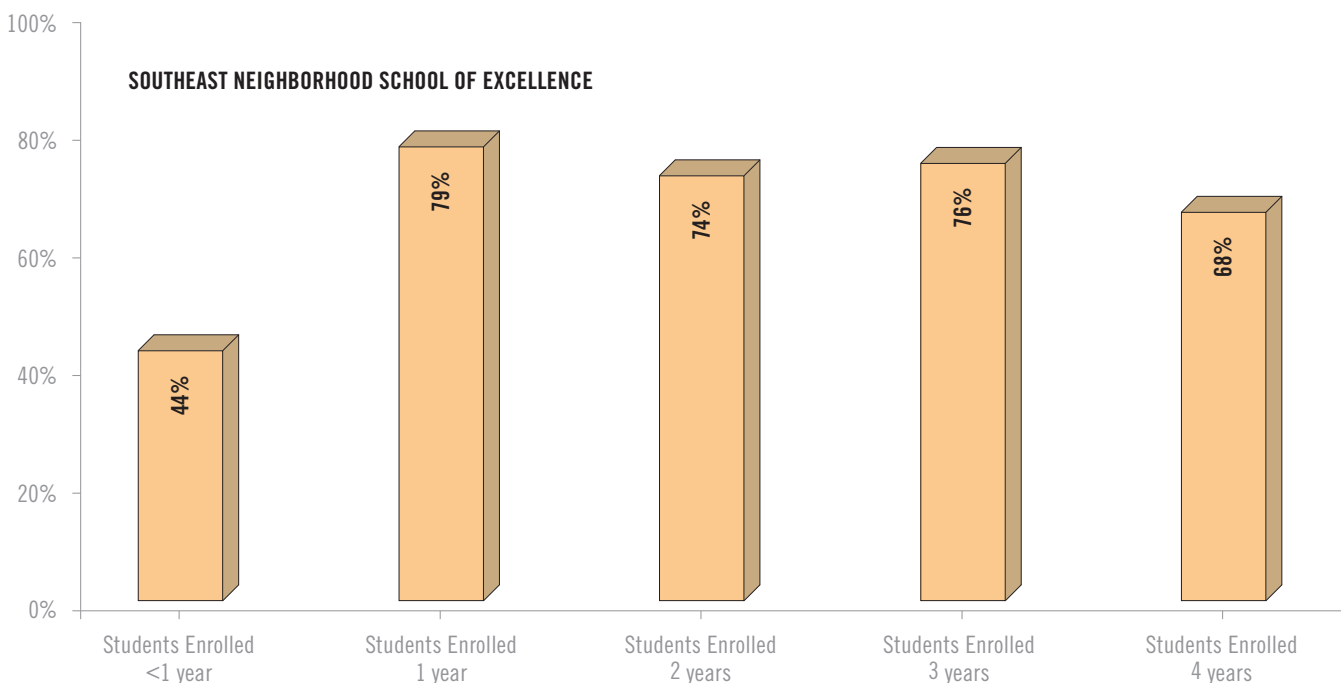
How to read this figure: Each school is placed into one of five performance categories – Exemplary Progress, Commendable Progress, Academic Progress, Academic Watch or Academic Probation – based on a combination of its improvement on the ISTEP+ and its overall ISTEP+ pass rate.

ISTEP+ RESULTS: ACADEMIC PERFORMANCE BY YEARS ENROLLED IN THE SCHOOL

The Mayor's Office examined the percentage of students at SENSE who were at proficient or higher on ISTEP+ based on the length of time students were enrolled in the school. The longer students have been enrolled, the more time the school has had to bring student performance up to grade level. Increasing bars suggest that the longer students have been enrolled, the more likely they are to pass ISTEP+ tests. Declining or flat bars suggest that student learning is not improving to the point of proficiency over the time they are enrolled in the school.

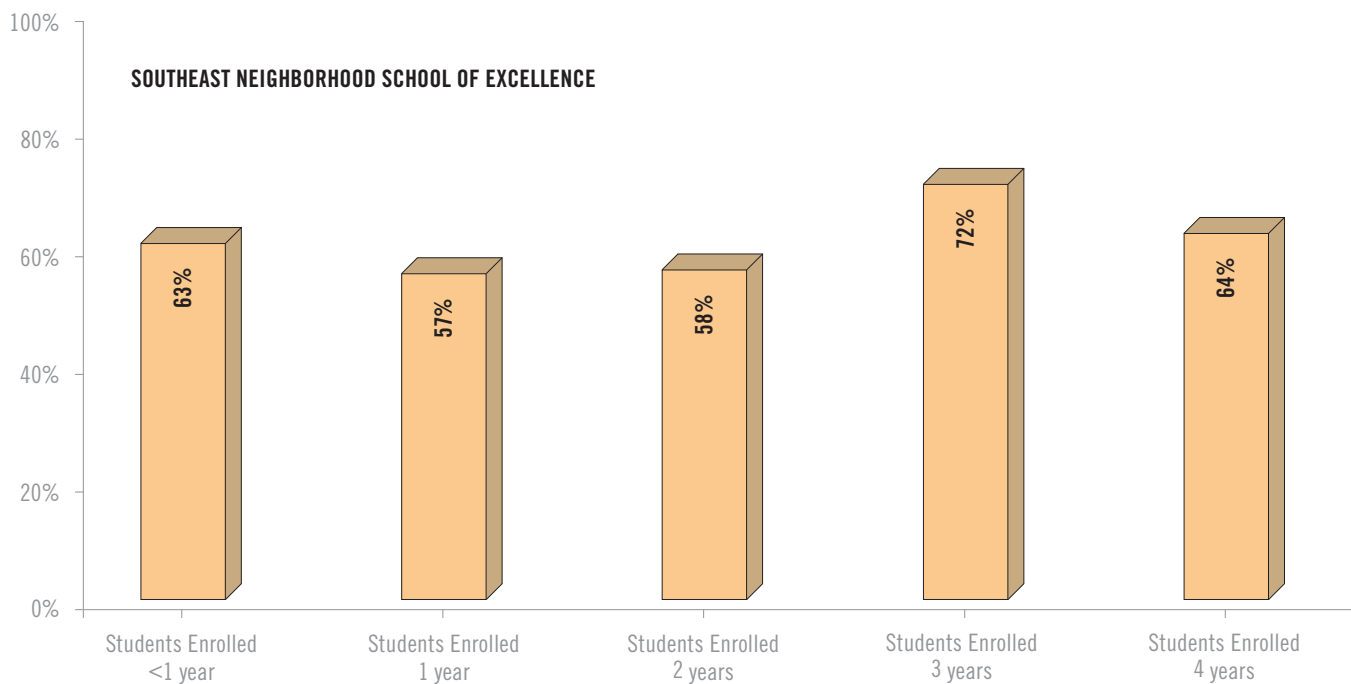
Figures F and G show how the percentage of students who passed state tests varies, based on the length of time students are enrolled at SENSE. These comparisons are not perfect indicators of how much individual students have improved over time, since each group is comprised of different students. However, the comparisons do provide a general indication of overall student growth within the school.

Figure F: ISTEP+ Proficiency Over Time: Mathematics



How to read this figure: In 2008, 44 percent of students who had been enrolled in SENSE for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in mathematics. In the same year, 79 percent of students who had been enrolled in SENSE for a full year passed the ISTEP+. Among students who had been enrolled for four years, 68 percent passed ISTEP+.

Figure G: ISTEP+ Proficiency Over Time: English/Language Arts



How to read this figure: In 2008, 63 percent of students who had been enrolled in SENSE for less than one year (i.e., students enrolled for the first time in the fall of 2008 and took ISTEP+ a few weeks after enrollment) passed the ISTEP+ in English/language arts. In the same year, 57 percent of students who had been enrolled in SENSE for a full year passed the ISTEP+. Among students who had been enrolled for four years, 64 percent passed ISTEP+.



IN 2008, ISTEP+ PASS RATES AT SENSE IMPROVED BY 6.6 PERCENTAGE POINTS, COMPARED TO 1.3 STATEWIDE AND 1.5 IN MARION COUNTY.



GROWTH IN TEST SCORES FROM FALL TO SPRING

Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2008-2009 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

COMPARATIVE GAINS: HOW MUCH DID SENSE STUDENTS IMPROVE COMPARED TO THEIR PEERS?

NWEA compared the average gains of students at SENSE with those of students across Indiana (Figure H) and the United States (Figure I). The figures show where SENSE students gained ground, lost ground or stayed even compared to their peers.

Figure H: SENSE vs. Indiana Norms, Fall 2008 Through Spring 2009

	SENSE Gains vs. Indiana Gains		Gained or Lost Ground		
	SENSE GROWTH	INDIANA GROWTH	GAINED GROUND	STAYED EVEN	LOST GROUND
<i>Language</i>	3.5	8.0			-4.5
2nd grade	1.7	14.0			-12.3
3rd grade	5.9	8.0			-2.1
4th grade	4.7	6.0			-1.3
5th grade	1.1	5.0			-3.9
6th grade	4.3	4.0		0.3	
<i>Math</i>	5.2	10.1			-5.0
2nd grade	6.3	14.0			-7.7
3rd grade	6.2	10.0			-3.8
4th grade	5.1	9.0			-3.9
5th grade	2.0	9.0			-7.0
6th grade	6.9	7.0		-0.1	
<i>Reading</i>	7.2	8.0		-0.8	
2nd grade	10.5	13.0			-2.5
3rd grade	10.1	8.0	2.1		
4th grade	6.1	7.0		-0.9	
5th grade	3.5	6.0			-2.5
6th grade	4.0	4.0		0.0	
TOTAL	5.3	8.7			-3.5

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at SENSE made an average gain of 1.7 points, compared to 14.0 points for the average Indiana student. These students "lost ground" compared to the average Indiana student because their average gains were 12.3 points lower. A rating of "stayed even" means there was no statistically significant difference between SENSE's average gains for this grade and subject and the average Indiana gains.

Figure I: SENSE vs. National Norms, Fall 2008 through Spring 2009

	SENSE Gains vs. US Gains		GAINED GROUND	Gained or Lost Ground	
	SENSE GROWTH	US GROWTH		STAYED EVEN	LOST GROUND
<i>Language</i>	3.5	8.2			-4.7
2nd grade	1.7	14.0			-12.3
3rd grade	5.9	9.0			-3.1
4th grade	4.7	6.0			-1.3
5th grade	1.1	5.0			-3.9
6th grade	4.3	4.0		0.3	
<i>Math</i>	5.2	10.4			-5.2
2nd grade	6.3	14.0			-7.7
3rd grade	6.2	11.0			-4.8
4th grade	5.1	9.0			-3.9
5th grade	2.0	9.0			-7.0
6th grade	6.9	7.0		-0.1	
<i>Reading</i>	7.2	8.1		-0.8	
2nd grade	10.5	13.0			-2.5
3rd grade	10.1	9.0	1.1		
4th grade	6.1	7.0		-0.9	
5th grade	3.5	5.0			-1.5
6th grade	4.0	4.0		0.0	
TOTAL	5.3	8.9			-3.6

How to read this figure: For example, the first row under the Grade/Subject column is 2nd grade language. The numbers in that row show that 2nd grade students at SENSE made an average gain of 1.7 points, compared to 14.0 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 12.3 points lower. A rating of “stayed even” means there was no statistically significant difference between SENSE’s average gains for this grade and subject and the average US gains.



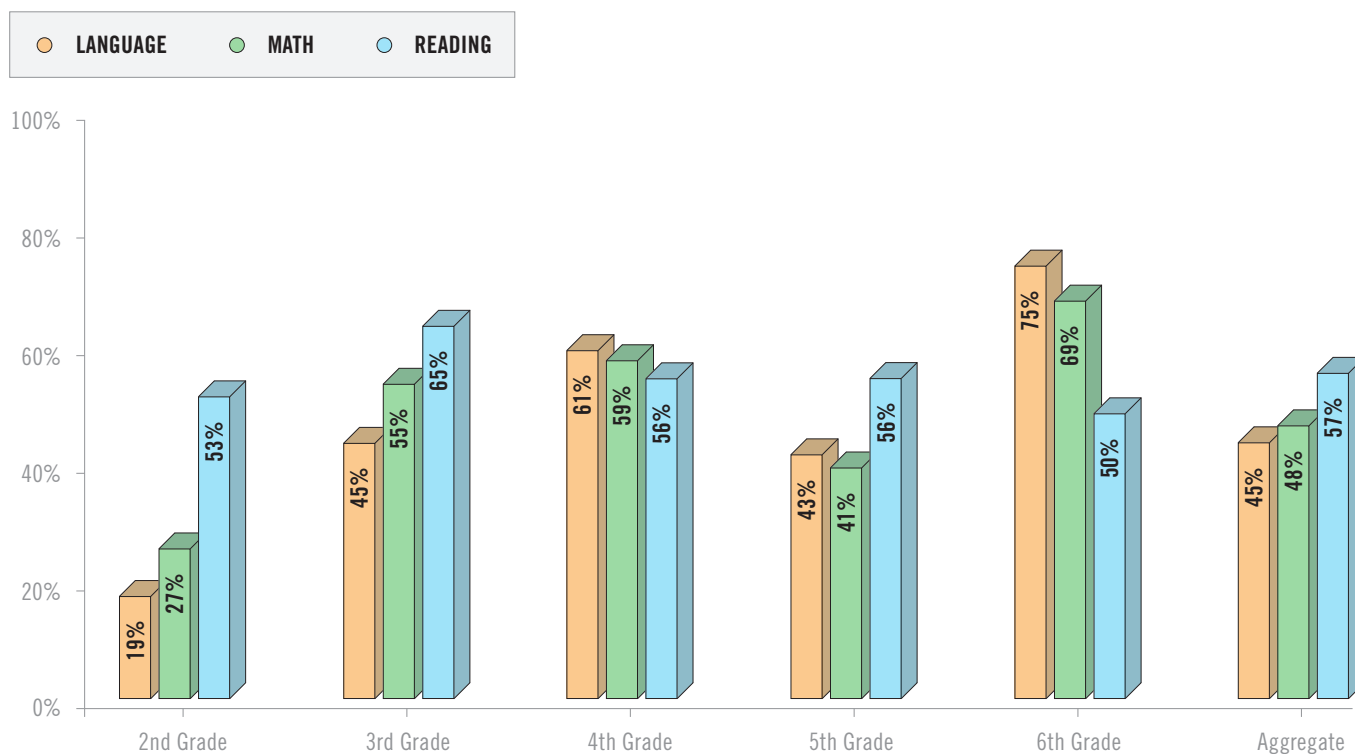
ACCORDING TO EXPERT SITE VISITORS, COMMUNICATION BETWEEN SENSE, PARENTS, AND THE COMMUNITY IS A STRENGTH OF THE SCHOOL.



SUFFICIENT GAINS: WHAT PROPORTION OF SENSE STUDENTS ARE ON TRACK TO REACH PROFICIENCY?

NWEA determined the target amount of growth each student needed to achieve between fall 2008 and spring 2009 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA then calculated the percentage of students who made sufficient gains in each subject and grade, and Figure J displays the results.

Figure J: SENSE Achieving Sufficient Gains to Become Proficient within Two Years



How to read this figure: For example, 2nd grade math shows 27 percent. This means that at their current rate of progress, 27 percent of 2nd graders enrolled at the Southeast Neighborhood School of Excellence during the 2008-09 school year made gains large enough that they would be expected to reach proficiency in math in the spring of their 4th grade year and, therefore, pass the ISTEP+.

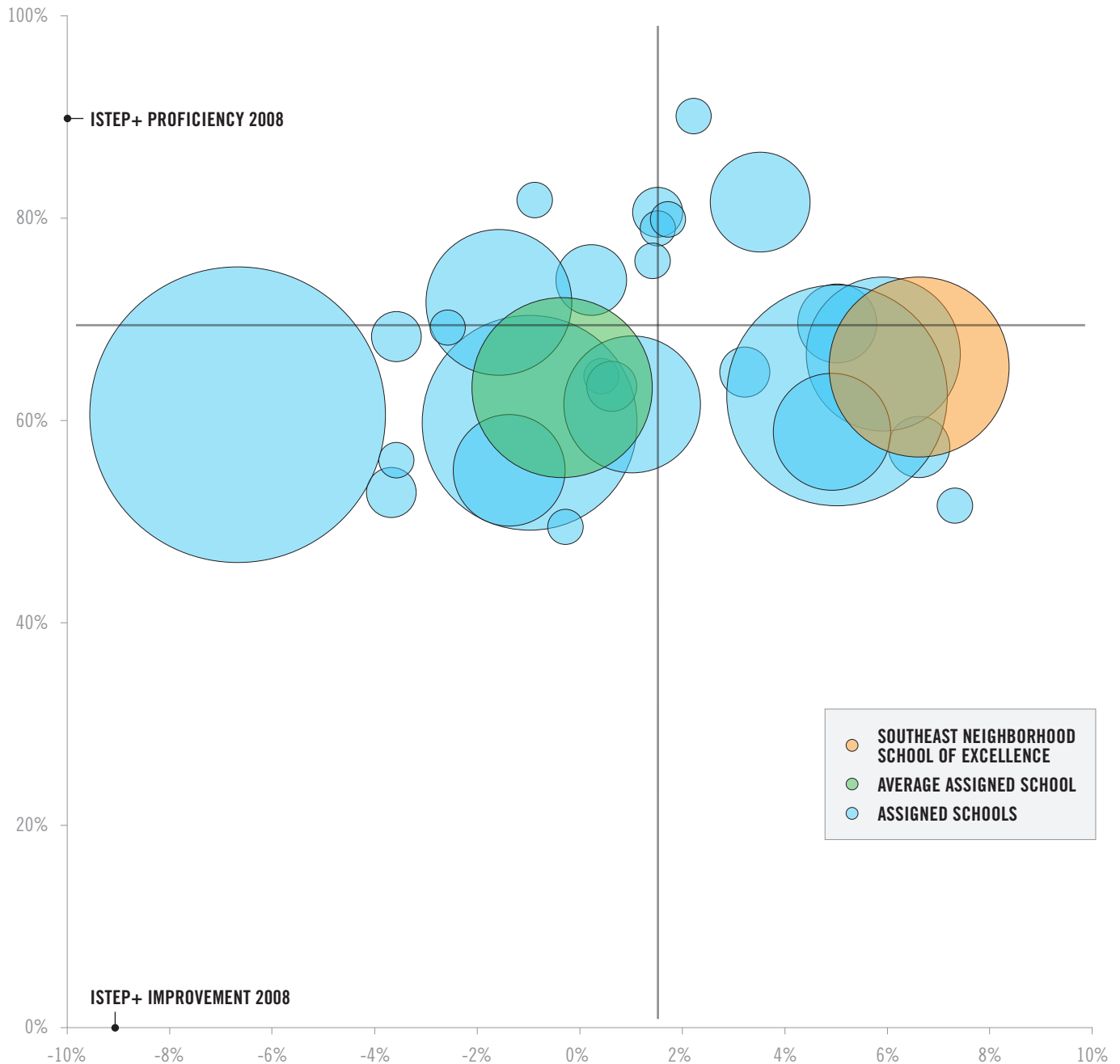


WHEN COMPARED TO THE MARION COUNTY PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND, SENSE SHOWED CONSIDERABLY MORE IMPROVEMENT THAN THE AVERAGE ASSIGNED SCHOOLS.

IS SENSE OUTPERFORMING PUBLIC SCHOOLS STUDENTS WOULD HAVE BEEN ASSIGNED TO ATTEND?

The Mayor's Office compared the performance of SENSE to that of Marion County public schools students would have been assigned to attend, based on their place of residence. SENSE had a slightly higher percentage of students passing the ISTEP+ than schools students would have been assigned to attend. In addition, SENSE showed considerably more improvement than the average assigned schools.

Figure K: Performance of SENSE vs. Assigned Public Schools



How to read this figure: Blue bubbles represent the traditional public school students would have been assigned to attend if they did not attend SENSE. The horizontal axis line represents the average ISTEP+ performance in the County, while the vertical axis line represents the average improvement. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools, and the orange bubble represents the performance of SENSE. The size of each blue bubble is proportional to the number of SENSE students who would have attended the school.

QUESTION 2: IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visits, Reviews by an Outside Accounting Firm, Results from Independent Surveys and Oversight by the Mayor's Office.

	<i>Findings</i>
FISCAL HEALTH	The school is currently in satisfactory fiscal health. If the school progresses with its new facility plans, it must develop and implement a sound financial plan to support increased facility expenses.
BOARD GOVERNANCE	The Board experienced some turnover this year; two members resigned (including the Board chair) and four joined. The Board makes decisions that reflect the prioritization of student success and well-being. Members work with school leadership effectively and carefully consider the input of staff. The Board closely monitors student performance and analyzes areas for school improvement. Meetings are conducted in compliance with the state's Open Door Law (e.g., detailed minutes, parliamentary procedures).
LEADERSHIP	The school's leadership team has contributed to the high levels of success in both student performance and operational management. The school's Chief Executive Officer brings a great deal of business expertise and creativity to the school, while the Assistant Principal contributes academic expertise and uses data to drive instruction. Roles and responsibilities are clearly defined, and the team has remained stable over time.



THE BOARD OF DIRECTORS AT SENSE MAKES DECISIONS THAT REFLECT THE PRIORITIZATION OF STUDENT SUCCESS AND WELL-BEING.

PARENT AND STAFF SURVEY RESULTS

Figure M: Parent Evaluation

Overall quality of education “very good” or “excellent”	89%
<i>Satisfied with...</i>	
Individual student attention	89%
Curriculum/academic program	89%
Class size	93%
Quality of teaching/instruction	90%
Opportunities for parent involvement	91%
School administration	92%
Teachers	92%
Services provided to students with special needs	49%
<i>Likely to...</i>	
Recommend this school to friends and colleagues	88%
Return to this school	87%
OVERALL SATISFACTION	94%

Figure N: Staff Evaluation

Overall quality of education “very good” or “excellent”	73%
<i>Satisfied with...</i>	
Leadership provided by the school’s administration	42%
Teacher autonomy in the classroom	65%
Level of teacher involvement in school decisions	42%
Evaluation of teacher performance	23%
Opportunities for professional development	58%
Curriculum/academic program	73%
<i>School improvement efforts are...</i>	
Focused on student learning	81%
Based on research evidence	69%
<i>The school’s principal...</i>	
Tracks student progress	38%
Works directly with teachers to improve instruction	12%
Makes expectations clear	31%
Communicates a clear vision	65%
<i>Likely to...</i>	
Return to the school	65%
OVERALL SATISFACTION	69%

QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Southeast Neighborhood School of Excellence (SENSE) satisfied its obligations in 2008-2009 for compliance with laws and regulations in providing access to students across Indianapolis. The Mayor’s Office’s internal systems did not indicate any significant concerns related to these obligations.

The school generally met its compliance and reporting obligations to the Mayor’s Office and the Indiana Department of Education (IDOE). However, the school was at times unprepared for monthly meetings with the Mayor’s Office and did not consistently submit teacher licenses in a timely manner. Additionally, section 3.2B. of the school’s charter agreement requires both local and national criminal background checks be completed for all board members; the school has not yet verified whether national criminal background checks have been completed for board members added this year. SENSE was also late submitting the 2008-2009 Attendance Data report to the IDOE’s Division of Data Analysis, Collection, and Reporting.

In 2009, the school received notification of noncompliance from the IDOE’s Division of Exceptional Learners (DEL) for Indicator 11, related to the timeliness of initial evaluations for special education eligibility based on 2007-2008 data. However, based on data from the 2008-2009 school year, the school is now operating in compliance in all areas assessed by the DEL.

QUESTION 4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

EXPERT SITE VISIT TEAMS' KEY COMMENTS

The school received much praise from parents and community members regarding the importance of SENSE to the local community. Parents appreciate the commitment the faculty and administration have made to the community, and their dedication to the growth and development of their children. Communication continues to be a strength as the school engages with the community and parents in proactive ways.

The ability of the teachers and educational leaders to recognize student capability and to find ways to meet students at their individual progress level are strengths of the school. Small class sizes help to build the strong relationships that school teachers foster with their students. Teachers are seen as caring, dedicated, and always willing to go above and beyond normal expectations.

Stakeholders appreciate the leadership of the administrative team, finding them to be friendly, helpful, and knowledgeable leaders. Stakeholders also appreciate the continued focus on developing the whole child through an emphasis on positive character traits. The school continues to make improvements to the upper-level (intermediate) math curriculum as well as adding more 21st-century skills to the curriculum. The school is working towards adding more before and after school programs, as well as increased funding for improvements to the facility and enhanced educational resources.

Relationships between faculty and administration could also continue to improve, which may help stabilize morale. Increased feedback on teaching practices and consistent implementation of a teacher evaluation system would help teachers understand their performance and how to improve. Clear and consistent communication between faculty and administration, teacher input on key decisions, and developing a deeper understanding of strategic planning issues among staff are important to this relationship.



IN EARLY 2009, SENSE WAS SELECTED TO BECOME A MEMBER OF "SCHOOLS THAT CAN", A NATIONAL ORGANIZATION CREATED TO SUPPORT URBAN SCHOOLS THAT DEMONSTRATE OUTSTANDING STUDENT PERFORMANCE.





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